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# Course Profile

## Study Skills in English, ESL, Level 4

Grade 11
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eeds, as appropriate. This is not a mandated approach to the teaching of the course.
It may be used in its entirety, in part, or adapted.

Spring 2001

BDR-0947

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Institute for Catholic Education

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# Course Overview
# Study Skills in English, ESLDO, Level 4, Open

## Course Description

This course prepares students to use English with increasing accuracy in most classroom and social situations and to participate in society as informed citizens. Students develop the reading, writing, and oral presentation skills required for success in all subjects. Students study and interpret a variety of grade level texts, develop oral communication skills through participation in informal debates and seminars, and extend their range of research skills.

## How This Course Supports the Ontario Catholic School Graduate Expectations

This course provides students with the opportunity to fulfill their Ontario Catholic School Graduate Expectations, with emphasis on the skills needed for personal and secondary school success. The course is delivered in four units which have strong themes stressing social awareness as well as responsibility for personal and spiritual growth. Unit 1, Coming of Age, and Unit 2, Journeys to Freedom, promote understanding of differences, awareness of bias, and the Christian concept of value and inclusion of all. Through the study and interpretation of a variety of grade level texts students will become reflective and creative thinkers and effective communicators who integrate Christian faith with life. Unit 1 also emphasizes self-assessment and goal-setting in the light of gospel values while Unit 2 focuses on inspirational journeys to freedom and the immigrant experience. This material promotes respect for faith traditions, world religions, and life journeys of all people of good will. As students respond to course material in Unit 3, The Power of One, and Unit 4, Strong Canadians, they will more fully understand and exercise the rights and responsibilities of Canadian citizenship and be encouraged to act morally and legally as persons formed in Catholic traditions. As students develop their study skills, they will move toward becoming self-directed, life-long learners who seek appropriate goals in school, work, and personal life. By cooperating with peers in group activities and presentations, students are encouraged to be collaborative contributors who respect the rights, responsibilities, contributions, and value of others.

## Course Notes

In this course, Study Skills in English, the emphasis is on the skills students need for success in all subjects. The thematic content of the course has been chosen for its focus on the responsibility to acquire the necessary personal and academic skills to ensure future success, as well as for its interest value and age appropriateness.

ESL students face a unique set of problems in attempting to fulfil their personal and academic goals. Newcomers face the challenge of adapting to a new society, language, and school system. Many have suffered traumatic experiences and difficult journeys before arriving here. It is important for ESL and content subject teachers to be aware of these potential problems, to show sensitivity in dealing with them, and to be prepared to enlist the help of school counsellors if necessary. Each individual's family, socio-economic, and cultural situation should be considered and adaptations made to accommodate differences where appropriate. There are many opportunities to promote inclusion of all, regardless of race, ethnicity, religion, gender, or age, within the course. The teacher should always be aware of the teachable moment.

Familiarity with the teaching strategies and expectations of the Canadian school system varies according to the background of individual students. It may be necessary to express such activities as group work, oral presentation, research, and peer, self, and performance based assessment. Teachers need to be sensitive to the fact that even students who have been here for a number of years may continue to face cultural adjustments and linguistic challenges.

Sensitivity to the economic situations of students taking ESL is also important. Students may or may not have access to computers and may or may not have computer skills. Teachers should facilitate use of computers within the school and community and to arrange for peer tutoring to upgrade skills.

The course includes opportunity for students to study three novels: two in a class situation in Units 2 and 3 and one as an independent reading activity. Keeping in mind that the focus is on acquisition of skills, and with the needs of the particular class in mind, teachers may choose to omit one novel from either Unit 2 or Unit 3. The independent reading activity should remain in place as it is an expectation of the course.

As an ongoing activity throughout the course, students create and use a Vocabulary/Structure Journal. This journal includes a personal glossary of vocabulary and its derivation, literary/technical terms, transition words, language structure, and register. As self-evaluation and goal-setting are an important focus of this course, students maintain a writing folder/portfolio of their best creative and expository writing, as well as a record of additional academic achievements and career exploration.

Students in this ESLDO course are required to read and report independently on a novel of their choice. Novels are chosen for their appropriateness to both the ESLDO student's level of reading proficiency, as well as for their links to the various themes presented in this course. It is suggested that the teacher, in collaboration with the teacher/librarian, begin to compile a classroom collection of these novels so that they are readily available early in the year when students begin to work on this assignment. See ESLDO Public Profile for the suggested list.

Teachers are reminded to keep students aware of safety practices in activities such as travelling off-site for research purposes, handling electrical equipment, and doing research using the Internet. When using materials for this course, familiarity and compliance with Cancopy restrictions is essential.

Appendices are numbered to correspond with the Unit and Activity in which they are first used

For example: Appendix 2.1.4 is Unit 2, Activity 1, and Appendix 4. Materials from other profiles are referenced within the document.

It is important to acknowledge that the Catholic and Public writing teams collaborated to create a similar outline for ESLDO. Overviews in chart form are provided for all four units. Unit 1 is expanded into fully - developed activities and is available within this document. The expanded version of Unit 2 is available attached to the Public Overview on the web site: www.curriculum.org.

## Units: Titles and Time

| | | |
|---|---|---|
| * Unit 1 | Coming of Age | 30 hours |
| Unit 2 | Journeys to Freedom | 30 hours |
| Unit 3 | The Power of One – Rights and Obligations | 30 hours |
| Unit 4 | Strong Canadians | 20 hours |

* This unit is fully developed in this Course Profile.

## Unit Overviews

### Unit 1: Coming of Age

**Time:** 30 hours

**Unit Description**

This unit begins the process of developing study skills such as vocabulary development, the writing process, research, time management, self-evaluation, and goal-setting through analysis of the short story, poetry, and non-fiction prose. The theme, Coming of Age, allows students to explore their lives as members of a family, society, and a faith community through the study of a variety of literary genres and associated print and media material. Through discussions of differences in rites of passage among societies, students are encouraged to examine the ethical issues of bias and inclusion. Students reflect on the past while examining and preparing for the challenges of the future. In the light of gospel values, students examine their personal lives, abilities, and aspirations influencing life's choices and opportunities. As students move toward being effective communicators, they are encouraged, through oral and written presentations, to find their own voices and their God-given potential. The culminating activity uses the full writing process as students' reactions to literature are gathered, polished and published.

**Unit Synopsis Chart**

| Activity | Expectations | Assessment | Focus and Tasks |
|---|---|---|---|
| 1. Milestones<br><br>360 minutes | DORV.01, .02, .03, DREV.01, .02, .04, DWRV.01, .04, DSCV.01, .02, DOR1.03, .04, .05, .07; 2.01, .02; 3.05, DRE1.01, .02; 2.01, .02; 3.01, .02, .03; 4.01, .02, .03, DWR1.01; 2.02; 3.01, .02, .05, DSC1.03; 2.03 CGE 1i, 4g, 6c | K/U; T/I; C; A | **Focus**: Understanding short story structure, developing reading strategies, and accessing community support material using the themes Milestones and Rites of Passage<br>**Tasks**<br>- Create a personal profile and introduce another student<br>- Read and respond (orally and in a short paragraph) to a short memoir<br>- Establish Vocabulary/Structure Journal. Use word attack skills.<br>- Read short story. Review literary terms.<br>- Use transition phrases.<br>- Categorize- Research support material for major rites of passage events.<br>- Practise skimming/scanning techniques |
| 2. Blueprints for New Directions<br><br>360 minutes | DORV.01, .03, DREV.01, .02, .04, DWRV.01, .02, .03, .04, DSCV.01, .02, DOR1.05, .06, .09, .10, .11, DRE1.01, .02, .03; 2.01, .02, DWR1.02, .03, .05; 2.03, .05, .06; 3.01, .02, .04, .05, DSC1.01; 201, .03 CGE 1g, 3d, 4e | K/U; T/I; C; A | **Focus**: Self evaluation and goal setting by finding personal relevance through prose and poetry<br>**Tasks**<br>- Read and respond to short prose and poetry as a class and in groups (jigsaw)<br>- Write comprehension responses using quotations<br>- Take notes<br>- Respond creatively: diary, journal, letter, and personal reflection using the writing process.<br>- Self evaluate |

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|---|---|---|---|
| 3. Getting There<br><br>180 minutes | DORV.01, .02, .03, DREV.01, .02, DWRV.01, .02, DSCV.01, .02, DOR3.01, .02, .03, .04, .05, DRE2.01, .02; 3.02, DSC2.03 CGE 1d, 1i, 1j, 3e, 4e, 4g, 4h, 6c | K/U; T/I; C; A | **Focus:** Time-management, study habits, Canadian classroom challenges and expectations through examination of school related scripts<br>**Tasks**<br>- Analyse using mind maps<br>- Read autobiographical stories<br>- Scan write summaries<br>- Practise group work: note-taking, oral presentations<br>- Role-play<br>- Use peer evaluation<br>- Videotape |
| 4. Imprints<br><br>180 minutes | DREV.02, .04, DWRV.01, .02, DSCV.02, DRE2.01, 3.02, .03, .04, .06; 4.01, .02, .03, DWR1.02, .05; 2.05, .06; 3.01, DSC1.03; 2.01, .02 CGE 1g, 2b, 4c, 4f, 5b, 5h, 7b | K/U; T/I; C; A | **Focus:** Application of time management, good study habits, organization and research techniques.<br>**Tasks**<br>- Read and respond to a short story<br>- Research project using research terminology, appropriate reading strategies, vocabulary development, note taking, graphic organizers, resume, cover letter, and journal writing |
| 5. Listening to Other Voices<br><br>420 minutes | DORV.01, .03, DREV.01, DWRV.01, .02, .03, DSCV.02, DOR1.03, .04, .05, .11; 3.03, .05, DRE1.02, .03, DWR1.03, .04; 2.01, .05, .06; 3.01, .02, DSC2.03 CGE 2b, 2c, 4a, 4g | K/U; T/I; C; A | **Focus:** Read and critically respond to non-fiction, poetry, and prayer with the theme of teenage conflicts.<br>**Tasks**<br>- Reading and critically responding to two non-fiction short stories, poems and prayers written for teens<br>- Analyse main idea and point of view<br>- Review poetic devices<br>- Read and respond critically in writing<br>- Maintain personal glossary<br>- Read a poem to music<br>- Present in a small group |
| 6. Using Our Voices<br><br>300 minutes | DORV.01, DREV.02, .03, DWRV.01, .02, .03, DSCV.02, DOR1.05, DRE2. 01, DWR.01, .03, .04; 2.01, .03,. 04, .05, .06, .07; 3.01, .02, DSC2.03 CGE 2b, 2c, 4a, 4g | K/U; T/I; C; A | **Focus:** Writing and publishing creative pieces on the theme of self-discovery and growing up<br>**Tasks**<br>- Use the writing process for creative extension of personal voice in writing of non-fiction, poetry, and prayer<br>- Develop editing skills<br>- Publish booklet of class writing<br>- Maintain personal glossary, specifically computer software terminology |

## Unit 2: Journeys to Freedom

**Time:** 30 hours

**Unit Description**

Students continue to build on and expand the study skills introduced in Unit 1. Students explore journeys to freedom in Canada through the literary analysis of a novel and poetry selection. This exploration will also form a basis for the focused study of various grammatical elements. Students view and respond to videos about the experiences of immigrant and refugee groups in Canada. Students compile a media watch scrapbook and respond to the issues raised by writing an editorial. Students research, extract, organize and present information from non-fiction texts such as newspaper articles and research materials. Students use descriptive language to engage in the creative writing of poetry on the theme of journeys to freedom. An independent reading activity, with student presentations occurring throughout the whole course, begins in this unit, allowing students to develop skills in the area of independent learning, and written and oral presentations.

**Unit Synopsis Chart**

| Activity | Expectations | Assessment | Focus and Tasks |
|---|---|---|---|
| 1 | DORV.01, DREV.01, .02, DWRV.01, .02, .03, .04, DSCV.02, DSC2.01, .03, DOR1.03, .05, DRE1.01, .02, .03, .04, .05; 2.01, .02, DRE3.04, DWR2.01, .02, .03, .04, .05; 3.01, .02, .05<br>CGE 2b, 4a, 4e | K/U; T/I; C; A | **Focus:** Novel Study/Independent Reading<br>**Tasks**<br>- Develop grammar skills and extend vocabulary<br>- Write response journal – comprehension, interpretation<br>- Read independently, write and present book reports modeled by the teacher.<br>- Make presentations to occur throughout the course.<br>- Identify and use literary devices<br>- Use process writing |
| 2 | DORV.01, DWRV.01, .02, DREV.01, .02, DOR1.03, .04, DRE1.01, .02, .03; 2.01; 3.01, DWR1.03, .04; 2.03, .04, .05<br>CGE 2b, 4a, 4e, 7f | K; T/I; C; A | **Focus:** Poetry Study<br>**Tasks**<br>- Develop vocabulary<br>- Identify and use literary devices<br>- Write creatively<br>- Use process writing<br>- Practise stress and intonation |
| 3 | DORV.01, .04, DREV.02, .04, DWRV.01, .02, .03, .04, DSCV.01, DOR1.03; 4.01, .02, .03, .04, DRE1.03; 2.01, .02; 3.01, .02, .04, .06, DWR2.01, .02, .03, .04, .05; 3.01, .02, .05, DSC1.05<br>CGE 3c, 4b, 4e, 7g, 7h | K; T/I; C; A | **Focus:** Media Watch Scrapbook and Editorial (Concurrent with novel study)<br>**Tasks**<br>- Select and read articles on immigration issues<br>- Develop vocabulary<br>- Respond in writing<br>- Create synopsis<br>- Demonstrate comprehension<br>- Write an editorial<br>- Understand newspaper style and format |

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|---|---|---|---|
| 4 | DORV.01, .04,<br>DSCV.01, DSCV.02,<br>DOR1.05; 4.01, .03,<br>.04, DSC1.05, .06;<br>2.03<br>CGE 2a, 7f, 7g | T/I | **Focus:** Interpretation of Media Work (Video)<br>**Tasks**<br>- View and discuss video<br>- Identify point of view |
| 5 | DREV.04, DWRV.01,<br>.02, .03, .04,<br>DSCV.01, .02,<br>DRE3.02, .03, .06;<br>4.01, .02, .03,<br>DWR1.01, .05; 2.01,<br>.02, .03, .04, .05,<br>DWR3.01, .02, .05,<br>DSC1.05, .06; 2.01<br>CGE 2b, 2c, 4e, 7g | T/I; C; A | **Focus:** Research Report on Immigrant/Refugee Issues<br>**Tasks**<br>- Locate, select and read research materials on immigrant group<br>- Compile information, organize in short report form, use appropriate writing conventions<br>- Cite sources in a bibliography |
| 6 | DORV.01,.02,<br>DSCV.02,<br>DOR1.04,.05,.07,.09,<br>.11, DOR2.01,<br>DSC2.01<br>CGE 2b, 2c, 2d, 4f | T/I; C; A | **Focus:** Oral Presentations<br>**Tasks**<br>- Talk to the class using accurate standard English<br>- Present in organized manner<br>- Take notes on presentation in a graphic organizer |

### Unit 3: The Power of One – Rights and Obligations

**Time:** 30 hours

**Unit Description**

Students continue to build skills related to literary analysis through the study of a variety of fiction and non-fiction prose while expanding their understanding of the rights and obligations of a citizen in Canadian society. Students focus on skills related to reading, discussion, debate, conflict resolution, research, analysis of literary elements, and writing. With an emphasis on the power of an individual to make significant contributions and changes to society, students start by reading and discussing social and political documents such as the Canadian Charter of Rights and Freedoms, the Ontario Human Rights Code, District School Board equity policies, and individual schools' Codes of Conduct. Students also reflect upon Catholic social teaching, which asks individuals to promote equality, democracy, and solidarity in order to create a just, peaceful and compassionate society. The specific literary genres analysed in this unit are autobiographical prose, short stories, and a novel with an emphasis on overcoming personal challenges. Through this analysis, students develop attitudes and values founded on Catholic social teaching.

**Unit Synopsis Chart**

| Activity | Expectations | Assessment | Focus and Tasks |
|---|---|---|---|
| 1. A Partnership: Your Rights, Your Obligations<br><br>180 minutes | DORV.02, DREV.01, .02, .04, DSCV.01, DOR1.06, .07, .08; 2.01, .02, DRE2.01; 3.01, .02, .03, .04, .05, .06; 4.03 CGE 1d, 5e, 7a, 7b, 7e, 7f, 7g, 7h, 7j | K/U; T/I; C; A | **Focus:** Skills practice in vocabulary building, determining and inferring meaning, skimming and scanning through citizen awareness and an examination of Canadian Charter of Rights and Freedoms<br>**Tasks**<br>- Read and discuss<br>- Develop vocabulary<br>- Work in groups<br>- Use graphic organizers<br>- Summarize group discussions |
| 2. One for All and All for One<br><br>180 minutes | DORV.02, .03; DREV.03, .04, DWRV.01, DSCV.01, .02, DOR1.01, .02, .03, .04, .05, .07, .08, .10; 4.04, .05, DSC1.01, .02, .03, .04, .05, .06 CGE 1d, 1h, 2e, 5e, 7e, 7f, 7g, 7h, 7j | K/U; T/I; C; A | **Focus:** Practice of oral communication skills and expression and support of a point of view through exploration of the role of levels of government and the needs and values of people of different ages, cultures, genders and abilities<br>**Tasks**<br>- Use diagnostic checklist<br>- Brainstorm<br>- Conduct a survey<br>- Report orally<br>- Compare/contrast<br>- Debate<br>- Independently videotape a news report |
| 3. Difficult Lives<br><br>180 minutes | DREV.01, .02, DWRV.02, .03, .04, DRE1.01, .03; 3.02, .05, .06, DWR1.04; 2.01, .02, .03, .06; 3.01, .02, .03, .05 CGE 1h, 7b | K/U; T/I; C; A | **Focus:** Writing skills using transition words, editing, and word-processing software. Reading first person, non-fiction accounts with a common theme; students who have had difficult experiences in life<br>**Tasks**<br>- Read and respond to prose<br>- Complete homework<br>- Write a 3-paragraph composition |
| 4. More Problems<br><br>240 minutes | DORV.01, DREV.01, .02, DWRV.01, DOR1.05, .10, DRE1.01, .02, .03; 2.01, .02; 3.03, .04, DWR1.01, .04; 3.05 CGE 1d, 1h, 5e, 7f, 7i, 7j | K/U: T/I; C; A | **Focus:** Identify and explain literary elements and devices, make inferences, and build vocabulary. Formal short story analysis and guided response<br>**Tasks**<br>- Read and respond to literature<br>- Develop vocabulary<br>- Complete homework<br>- Identify issues (art imitates life)<br>- Analyse elements of the short story |

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| 5. Join the Club<br><br>900 minutes | DORV.01, .02, DREV.01, .02, .03, .04, DWRV.01, .02, .03, .04, DSCV.01, .02, DOR1.01, .02, .05, .07, .08, .10; 3.03, .04, DRE1.01, .02, .03; 2.01; 3.03, DWR1.03, .04, .05; 2.01, .02, .03, .05, .06; 3.01, .02, .03, .04, .05, DSC1.04, DSC2.01, .02, .03 CGE 1d, 5e, 7a, 7b, 7e, 7f | K/U; T/I; C; A | **Focus:** Formal novel study using the theme of the power of an individual to make a difference; practice of conversational strategies, note-taking, using formal/informal styles of language<br>**Tasks**<br>- Read and respond to literature<br>- Role-play<br>- Conference<br>- Simulate conflict resolution<br>- Develop vocabulary<br>- Complete homework<br>- Work in a group<br>- Write<br>- Take tests |
| 6. A Plan in Place<br><br>120 minutes | DWRV.01, .02, .04, DSCV.02, DWR1.03; 2.02, .03, .04, .05, .06, .07; 3.01, .03, DSC2.01, .02 CGE 1d, 5e, 7b, 7e, 7j | K/U; T/I; C; A | **Focus:** Personal goal setting and effective use of study skills: student's plan for overcoming personal obstacles and becoming a contributing member of the community<br>**Tasks**<br>- Brainstorm<br>- Write personal responses |

## Unit 4: Strong Canadians

**Time:** 20 hours

**Unit Description**

Students develop research skills while interpreting a variety of sources in order to write a formal, connected three-paragraph composition about a strong Canadian of their choice. Building on the recognition of individual rights developed in Unit 3, students focus on the responsibilities of citizenship through a study of strong Canadians and examine how these Canadians have contributed to the common good both at home and abroad. Students will have the opportunity to develop their God-given potential to make a meaningful contribution to society by planning, promoting, and organizing a charity drive appropriate for their school. They learn to write persuasive letters and advertisements for a variety of media and have the opportunity to use English with increasing accuracy in social situations.

**Unit Synopsis Chart**

| Activity | Expectations | Assessment | Focus and Tasks |
|---|---|---|---|
| 1. Discovering Outstanding Heroes<br><br>420 minutes | DORV.01, .03, DREV.01, .02, DWRV.01, .02, DSCV.02, DOR1.02, .03, .04, .05, .06, .11; 3.02, .03, DRE1.04, .05; 2.01, DWR1.01, .03; 3.01<br>CGE 1d,1g | K/U; T/I; C; A | **Focus:** Written and oral responses to a variety of writing on a common theme: social contributions made by strong Canadians<br>**Tasks**<br>- Understand and respond to a variety of sung and unsung heroes<br>- Write reflection journals<br>- Develop interview skills<br>- Take notes<br>- Write summaries<br>- Write a report<br>- Develop research skills<br>- Use chart tables<br>- Present orally |
| 2. Inspirational Canadians<br><br>300 minutes | DREV.01, .02, .03, .04, DWRV.01, .02, .03, .04, DRE1.04, .05; 2.01, .02; 3.01, .02, .03, .06; 4.01, .02, .03, DWR1.01, .05; 2.01, .03, .05, .06; 3.01, .03<br>CGE 1d, 1g, 7g | K/U; T/I; C; A | **Focus:** Research project leading to formal three-paragraph composition on a Canadian hero<br>**Tasks**<br>- Research<br>- Take notes<br>- Write summaries<br>- Use the writing process<br>- Produce three-paragraph connected composition<br>- Develop a cover and inside page<br>- Use citations/endnotes |
| 3. Giving Back<br><br>300 minutes | DORV.01, .03, DREV.03, .04, DWV.01, .02, .03, .04, DSCV.01, .02, DOR1.01, .02, .03, .06, .09; 3.02, .05, DRE3.01, .02, .03, .06; 4.02, .03, DWR1.01; 2.01, .03, .04, .05, .06, .07; 3.01, .02, .03, DSC1.06; 2.01, .02,.03<br>CGE 4c, 7h, 7j | K/U; T/I; C; A | **Focus:** Research project on local charities involving cooperative learning and formal presentation<br>**Tasks**<br>- Research independently a variety of sources: books, Internet, pamphlets, journals, newsletters, newspapers<br>- Develop a questionnaire<br>- Practise polite interaction<br>- Develop interviewing skills<br>- Take notes<br>- Write summaries<br>- Use chart tables<br>- Develop a summative report on findings |

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| 4. Making a Difference<br><br>180 minutes | DORV.01, .02, .03, DREV.03, DWRV.01, .02, .03, DSCV.01, .02, DOR1.01, .02, .05, .06, .10; 2.01; 3.05, DRE3.01, DWR1.01, .02, .04,.05; 2.03, .04, .05, .06, .07; 3.01, .02, .03, DSC1.03, .04, .05; 2.03<br>CGE 1d, 1g, 1i, 4c | K/U; T/I; C; A | **Focus:** Application of research, organization, group, written and presentation skills through a group design of a charity/ fundraising event for the school<br>**Tasks**<br>- Map out the components in organizing a fundraising event in the school<br>- Brainstorm<br>- Develop and design written and visual advertisements<br>- Write a persuasive letter<br>- Demonstrate organization<br>- Demonstrate leadership<br>- Make a presentation |

## Teaching/Learning Strategies

Brainstorming, comparing and contrasting, conferencing/interviewing, creative writing, critical viewing/listening (video/audio clips), desktop publishing applications, directed reading, directed thinking, writing, questionnaire, group discussion/debate, guest speaker, homework, independent reading, inquiry, issue-based analysis, register and social interaction exercises, video creation, jigsaw, journal/log writing, lecture, personal letter writing, cover letter and resume writing, modeling, note-taking, oral presentation, peer teaching, rehearsal/repetition/practice, research, role play, small group learning, visual/graphic organizers.

## Assessment & Evaluation of Student Achievement

Assessment and evaluation strategies in this course are fair, flexible, and varied. They include diagnostic, formative, and summative methods to gather information for evaluation purposes, as well as peer, self, and teacher evaluation strategies. Both assessment and evaluation strategies are administered over a period of time and are designed to provide students with opportunities to demonstrate the full range of their learning. As students are acquiring language at different rates, the assessment tools promote the students' ability to assess their own language learning and to set specific goals for improvement. The assessment and evaluation plan will include the following: **Personal Communication:** response journal, self/peer evaluation, student-teacher conferences, ongoing verbal feedback, questions and answers, Vocabulary/Structure Journal; **Paper-and-Pencil Tests:** quizzes/tests, final evaluation-exam; **Teacher Observation:** formal/informal; **Performance Assessment:** research project, essay, portfolio entries, presentation, role-play; **Assessment Tools:** checklists, marking schemes, rating scales, rubrics, anecdotal comments with suggestions for improvement.

**Note:** There are a number of oral and visual expectations which are best addressed during interactions that arise out of classroom activities where comment, correction, and explanation are most effective as formative assessments. These expectations include: DOR1.01 - respond to and use some implicit commands and messages; DOR1.02 - recognize and use a variety of conversational strategies; DOR1.03 - use a variety of communication strategies to bridge gaps in their English-language knowledge; DOR2.01 - use important elements of English grammar with increasing accuracy; and DOR2.02 - correct some common grammatical errors in their own speech.

Seventy per cent of the grade will be based on assessments and evaluations conducted throughout the course. Thirty per cent of the grade will be based on a final evaluation in the form of an examination, performance, essay, and/or other method of evaluation.
**Note:** The ESLAO profiles contain a useful Course Evaluation tool which includes Teacher Self Evaluation and Student Evaluation of Course.

## Accommodations

Students in an ESLDO class will come from a variety of backgrounds and life experiences and may enter the class throughout the course. The following are specific suggestions to accommodate different rates of language acquisition and learning styles: use of first language, translation, bilingual dictionaries, extended time for tests and assignments, guided note-taking, personal glossaries, buddy or peer support systems, visual graphic organizers, taped texts to support written material, reinforcement of key points through feedback, simplified instructions, alternate assignment formats, opportunities for practice, hard-copy or classroom posted rubrics and assignment expectations.

It is important to foster a positive atmosphere, to recognize the dignity and worth of students, to value their capabilities, and accommodate their needs. The course provides a range of activities that are appropriate for the varied intellectual strengths, interests, learning styles, and capabilities of students, as well as a range of evaluation and assessment strategies. To meet students' needs, accommodations must be made according to the students' Individual Education Plans (IEP). Activities are adapted to the different levels of English language proficiency, social and academic ability, and cultural backgrounds. Opportunities for additional support, consolidation, and enrichment are suggested.

## Resources


Angelou, Maya. *Poems*. New York: Bantam Books, 1993. ISBN 0-553-25576-2

Angelou, Maya. *Wouldn't Take Nothing for My Journey Now*. New York: Bantam Books, 1994. ISBN 0-553-56907-4

Barry, James, Glen Huser, and Sharon Siamon. *In Touch*. Scarborough: Nelson Canada, 1993. ISBN 0-17-603900-7

Bell, William. *Absolutely Invincible*. Toronto: Stoddart Publishing Co. Ltd., 1993. ISBN 0-7736-7411-X

Canfield, Jack, Mark Victor Hansen, and Kimberly Kirkberger. *Chicken Soup for the Teenage Soul* III. Florida: Health Communication, Inc., 2000.

Evans, Mark, Michael Slodovnick, Terezia Zoric, and Rosemary Evans. *Citizenship Issues and Action*. Toronto: Pearson Education Canada, Inc., 2000. ISBN 0-13-088943-1

*Government of Canada Services for You*. Minister of Public Works and Government Services. Catalogue No. PF4-2/200. ISBN 0-662-65033-6

Gallo, Donald R. *Visions*. New York: Dell Publishing Group Inc., 1988. ISBN: 0-440-20208-6

*Holy Bible*. Nashville, Tennessee: Catholic Bible Press, 1990. ISBN: 0-88834-019-2

*I Can Vote*. Chief Electoral Officer of Canada, 1997. ISBN 0-662-27615-9

Koch, Carl Ed. *Dreams Alive: Prayers by Teenagers*. Minnesota: Saint-Mary's Press Christian Brothers Publications, 1991. ISBN: 0-88489-262-X

*Understanding Short Stories*. Chicago: Jamestown Publishers, Inc., 1990. ISBN 0-89061-486-5

*Language and Writing 10: Teacher's Guide*. Scarborough: Nelson Canada, 1999.

Porter, Jessie. *Voices Past and Present.* Toronto: Wall & Emerson, Inc., 2000. ISBN 1-895131-19-7

Porter, Jessie. *New Canadian Voices.* Toronto: Wall & Emerson, Inc., 1991. ISBN 1-895131-05-7

The Holy See. *Catechism of The Catholic Church.* New York: Bantam Doubleday Dell Publishing Group, Inc., 1995. ISBN 0-385-47967-0

Catholic Profiles ESLBO, ESLCO, ESLEO

### Internet Sites

**Note:** The URLs for the websites have been verified by the writer prior to publication. Given the frequency with which these designations change, teachers should always verify the websites prior to assigning them for student use.

www.curriculum.org

http://canada.kos.net

www.elections.ca

www.canada.ca

*Government of Canada Services for You.* Minister of Public Works and Government Services. Catalogue No. PF4-2/200. ISBN 0-662-65033-6 (contains a comprehensive list of current websites to access support material for a variety of government services)

**Note:** The Public Profile found at (www.curriculum.org) contains an extensive bibliography of novels for the independent reading activity in Unit 2.

## OSS Considerations

### Community Involvement Activities

Throughout the ESLDO course, students develop awareness and understanding of civic responsibility and the role they can play in supporting and strengthening their communities. This can especially be seen in the project in Unit 3, which allows students to meet the community involvement requirement of a minimum of 40 hours as part of the diploma requirements.

### The Provincial Secondary School Literacy Test

The ESLDO course focuses on language and communication, particularly reading and writing skills, and thus provides support and practice in preparation for students taking ESL/ELD to write the literacy test. Exposure to media, research, test writing strategies, and awareness of local, national, and global issues and events may enhance student success in completing the test.

### The Annual Education Plan

Students will explore their personal, academic and career goals as part of this course, thus facilitating preparation of their annual education plan. Throughout the course students set, review, and revise short and long term goals. Important steps toward these goals include improvement of academic achievement, appropriate course selection, appreciation of and participation in extracurricular activities, awareness of cooperative education programs, and work experience.

### Education for Exceptional Students

This course provides a variety of Teaching/Learning Strategies, Assessment and Evaluation Strategies, and Accommodations reflecting different learning styles and rates of learning. On average, it takes 7 years for ESL students to reach the fluency of a native speaker. It is important to avoid confusing an additional language deficit with an exceptionality. However, it is crucial that throughout this course, teachers take into account the needs of any exceptional students as indicated in their Individual Education Plan.

### Anti-discrimination Education

Many activities in this course develop an awareness of and provide opportunities for students to improve the standard of their work, affirm the worth of all, help strengthen their sense of identity, and develop a positive self-image. Literature selections promote respect for diversity in the school and society. Students are frequently encouraged to share their personal insights regarding the similarities and differences between individuals of diverse cultures.

### Technology in Education

Wherever possible in this course, there has been a conscious effort to include computer literacy skills and information technology as part of the activities. Use of word processing, graphics, desktop publishing, and research involving the Internet is emphasized.

# Coded Expectations, Study Skills in English, ESL Level 4, Open, ESLDO

## Oral and Visual Communication

### Overall Expectations

**DORV.01** · communicate orally in English in a wide variety of daily activities in the community, the classroom, and the workplace;

**DORV.02** · use the elements of English grammar with increasing accuracy in speech;

**DORV.03** · use appropriate language and non-verbal communication strategies in a variety of situations;

**DORV.04** · create, analyse, and interpret a variety of media works.

### Specific Expectations

**Developing Fluency in Oral Communication**

**DOR1.01** – respond to and use some implicit commands and messages (e.g., indirect requests and orders such as: *Would you like to rewrite that?*, meaning *You should rewrite that; Is that where the dictionaries go?*, meaning *Please put the dictionaries away*);

**DOR1.02** – recognize and use a variety of conversational strategies (e.g., opening formulas such as *How are you?*, attention-getting phrases such as *Excuse me*, turn-taking signals such as *I'd like to add*, and closing formulas such as *I've got to go now*);

**DOR1.03** – use a variety of communication strategies to bridge gaps in their English-language knowledge (e.g., ask for clarification; paraphrase; use facial expressions and gestures to convey meaning);

**DOR1.04** – use the pronunciation, stress, rhythm, and intonation patterns of spoken English with accuracy most of the time;

**DOR1.05** – participate in classroom discussions and oral presentations;

**DOR1.06** – provide a summary of a group discussion or an activity;

**DOR1.07** – use a variety of transition words and phrases in classroom discussions and oral presentations to express relationships such as comparison, contrast, sequence, and cause and effect;

**DOR1.08** – follow complex sequences of instructions;

**DOR1.09** – take notes from classroom presentations, using a written outline or graphic organizer as a guide;

**DOR1.10** – express and support a point of view in classroom discussions;

**DOR1.11** – use formal speech for oral classroom presentations.

**Developing Accuracy in Oral Communication**

**DOR2.01** – use important elements of English grammar with increasing accuracy (e.g., verb tenses, negatives, adjectives, adverbs, conjunctions, articles, and prepositions of time, direction, and location);

**DOR2.02** – correct some common grammatical errors in their own speech (e.g., inconsistent verb tenses, unclear pronoun reference).

**Using English in Socially and Culturally Appropriate Ways**

**DOR3.01** – analyse social contexts to determine the appropriate type of language to use (e.g., the suitability of colloquialisms, emphasis, and eye contact in a videotaped speech or interview);

**DOR3.02** – recognize and respond appropriately to verbal and non-verbal cues (e.g., identify inappropriate aspects of language and behaviour in comedy);

**DOR3.03** – use formal and informal styles of language appropriately (e.g., compare and role-play the use of forms of address in different situations);

**DOR3.04** – use some idioms and slang where appropriate (e.g., *Off the top of my head; Run that by me again*);

**DOR3.05** – use polite forms to negotiate and reach consensus in small-group tasks (e.g., *Would you like to...?, How about...?, Don't you think...?*);

**DOR3.06** – recognize and use the appropriate style of language for various workplace situations (e.g., evaluate customer and employee interactions as presented in a video; role-play an employee asking for advice from a supervisor).

**Developing Media Skills and Knowledge**

**DOR4.01** – respond to a wide variety of media works through discussion and comparison of their own and others' reactions to the works (e.g., advertisements, news programs, dramatic presentations);

**DOR4.02** – identify strategies used in different media to influence specific audiences (e.g., figurative language, provocative visual images, youth-oriented music);

**DOR4.03** – analyse media productions to identify different media perspectives on social and cultural issues (e.g., how newspapers and television companies select and present facts, images, and opinions on issues related to race, gender, and age);

**DOR4.04** – explain some of the causes and consequences of local, national, and international current events (e.g., explain how Canadian immigration patterns are related to world events; explain the causes and consequences of some forms of pollution);

**DOR4.05** – create a documentary or news report on a current issue.

## Reading

### Overall Expectations

**DREV.01** · read and respond to literature, with teacher guidance;

**DREV.02** · use a range of strategies to build vocabulary;

**DREV.03** · extract information from grade-level texts, with teacher guidance;

**DREV.04** · locate, evaluate, and use information from a variety of sources for academic, social, and career purposes, including guided research projects.

### Specific Expectations

**Reading and Responding**

**DRE1.01** – identify some common cross-cultural themes in literature (e.g., coming of age, creation of the universe, quests);

**DRE1.02** – identify and explain literary elements and devices in teacher-selected texts (e.g., theme, character development, plot, setting, simile, metaphor);

**DRE1.03** – make inferences about a writer's point of view or a character's actions;

**DRE1.04** – choose and respond to personal reading material comparable in scope and difficulty to some materials selected by their English-speaking peers;

**DRE1.05** – explain their reasons for choosing specific authors and genres (e.g., in book reviews, in literature study groups).

**Developing Vocabulary**

**DRE2.01** – use a variety of strategies to build vocabulary (e.g., check learner dictionaries; keep a personal list of words and phrases; seek opportunities to use new words);

**DRE2.02** – infer the meaning of many Latin-based words from context and from prefixes, suffixes, and word roots.

**Using Reading Strategies for Comprehension**

**DRE3.01** – recognize the elements and purposes of different forms of texts and participate in discussions about them (e.g., subject-area texts, short stories, magazine articles);

**DRE3.02** – skim texts for main ideas and overall organization (e.g., skim a section of a reference book to evaluate its relevance for a specific project; skim brochures for career information);

**DRE3.03** – scan texts for specific information (e.g., locate required information in a reference book; locate information about specific aptitudes or qualifications in a career brochure);

**DRE3.04** – determine meaning in texts that contain complex grammatical elements (e.g., conditionals, modals, passive verbs);

**DRE3.05** – recognize transition words and phrases used to indicate definition of terms, classification, sequence, summary, conclusion, comparison and contrast, cause and effect, and hypothesis (e.g., *that is, in conclusion, by contrast, as a result, possibly*);

**DRE3.06** – identify facts, opinions, and perspectives in text.

**Developing Research Skills**

**DRE4.01** – use knowledge of a variety of conventions of formal texts to locate information (e.g., footnotes, end notes, and lists);

**DRE4.02** – compare ideas and information from a variety of sources for guided research projects (e.g., sources such as print and non-print magazines and newspapers, CD-ROMs, the Internet);

**DRE4.03** – summarize main points for guided research projects, using graphic organizers (e.g., charts, tables, Venn diagrams).

## Writing

### Overall Expectations

**DWRV.01** · write in a variety of forms appropriate to different subject areas, personal needs, and career goals, with teacher guidance;

**DWRV.02** · use the writing process to prepare final drafts, with teacher guidance;

**DWRV.03** · arrange ideas in logical order and present them in linked paragraphs;

**DWRV.04** · use the sentence patterns and conventions of standard Canadian English with accuracy most of the time in written work.

### Specific Expectations

**Relating Purpose to Form**

**DWR1.01** – write to carry out assignments in different subject areas (e.g., short reports, outlines, summaries, editorials, notes, essays, examination answers);

**DWR1.02** – write for career-related purposes (e.g., résumés, covering letters, memos, e-mail messages);

**DWR1.03** – select and use appropriate forms for personal and creative writing (e.g., diaries, journals, personal letters and e-mail messages, dialogues, poetry, narratives);

**DWR1.04** – use descriptive words and phrases to convey mood, atmosphere, and emotion;

**DWR1.05** – use the conventions appropriate to particular forms of writing (e.g., letter salutations and closings, cover pages and headings, bibliographies).

**Applying the Writing Process**

**DWR2.01** – write a passage of three or more paragraphs to develop a central idea;

**DWR2.02** – use transition words and a variety of sentence patterns to express relationships such as comparison and contrast (e.g., *similarly, on the other hand*) and cause and effect (e.g., *as a result of*);

**DWR2.03** – edit to improve writing style (e.g., to convey a personal voice, to stress objectivity);

**DWR2.04** – use visual elements to enhance the effectiveness of published text (e.g., margins for ease of reading, headings and typeface for emphasis);

**DWR2.05** – produce final drafts, using appropriate writing tools (e.g., dictionaries, editing checklists);
**DWR2.06** – use word-processing software to compose and edit pieces of writing;
**DWR2.07** – use graphics software to format and embellish pieces of writing.

**Developing Accuracy in Written Form**

**DWR3.01** – spell words accurately in final drafts, including subject-specific terms;
**DWR3.02** – use periods, commas, apostrophes, quotation marks, colons, and parentheses correctly in final drafts;
**DWR3.03** – use the semicolon to separate main clauses in a list of ideas;
**DWR3.04** – use ellipses to show that words have been omitted from a quotation;
**DWR3.05** – use common tenses and verb phrases, adjectives, adverbs, conjunctions, prepositions of direction and time, and interrogative and negative constructions appropriately and with accuracy most of the time.

## Social And Cultural Competence

### Overall Expectations

**DSCV.01** · demonstrate understanding of the rights and responsibilities of living in Canada;
**DSCV.02** · demonstrate flexibility as learners in different teaching and learning situations.

### Specific Expectations

**Developing Citizenship Awareness and Skills**

**DSC1.01** – participate in discussions about important social and political documents (e.g., the Canadian Charter of Rights and Freedoms, the Ontario Human Rights Code, district school board race relations policies);
**DSC1.02** – identify and explain the role of some components of the Canadian political system (e.g., parties, levels of government, the electoral process);
**DSC1.03** – identify and use the skills needed to seek assistance in the school and community (e.g., use, and help others to use, the services of school guidance departments and community and school support services; explain their district school board's harassment policy and procedures);
**DSC1.04** – demonstrate knowledge of strategies for conflict resolution by participating in simulations, role plays, and group discussions;
**DSC1.05** – research and participate in discussions comparing the needs and values of people of different ages and cultures and both genders;
**DSC1.06** – participate in discussions and debates about local, national, and global issues and events.

**Adapting to the Ontario Classroom**

**DSC2.01** – participate effectively in a variety of learning and teaching situations (e.g., independent research; oral presentations; varied assessment situations such as tests, examinations, and student-teacher conferences);
**DSC2.02** – use study skills effectively (e.g., select appropriate study strategies; use self-monitoring and self-correcting strategies);
**DSC2.03** – participate fully in group activities, (e.g., contribute productively to all group tasks, assist others in the group, and help keep the group on task).

## Ontario Catholic School Graduate Expectations

**The graduate is expected to be:**

**A Discerning Believer Formed in the Catholic Faith Community** who

**CGE1a** -illustrates a basic understanding of the **saving story** of our Christian faith;
**CGE1b** -participates in the **sacramental life** of the church and demonstrates an understanding of the centrality of the Eucharist to our Catholic story;
**CGE1c** -actively reflects on **God's Word** as communicated through the Hebrew and Christian scriptures;
**CGE1d** -develops attitudes and values founded on Catholic **social teaching** and acts to promote social responsibility, human solidarity and the common good;
**CGE1e** -speaks the **language of life**... "recognizing that life is an unearned gift and that a person entrusted with life does not own it but that one is called to protect and cherish it." (Witnesses to Faith);
**CGE1f** -seeks intimacy with God and celebrates **communion** with God, others and creation through prayer and worship;
**CGE1g** -understands that one's purpose or **call in life** comes from God and strives to discern and live out this call throughout life's journey;
**CGE1h** -respects the **faith traditions**, world religions and the life-journeys **of all people of good will**;
**CGE1i** -integrates faith with life;
**CGE1j** -recognizes that "sin, human weakness, conflict and forgiveness are part of the human journey" and that the cross, the ultimate sign of forgiveness is at the heart of **redemption**. (Witnesses to Faith)

**An Effective Communicator** who
**CGE2a** -listens actively and critically to understand and learn in light of gospel values;
**CGE2b** -reads, understands and uses written materials effectively;
**CGE2c** -presents information and ideas clearly and honestly and with sensitivity to others;
**CGE2d** -writes and speaks fluently one or both of Canada's official languages;
**CGE2e** -uses and integrates the Catholic faith tradition, in the critical analysis of the arts, media, technology and information systems to enhance the quality of life.

**A Reflective and Creative Thinker** who
**CGE3a** -recognizes there is more grace in our world than sin and that hope is essential in facing all challenges;
**CGE3b** -creates, adapts, evaluates new ideas in light of the common good;
**CGE3c** -thinks reflectively and creatively to evaluate situations and solve problems;
**CGE3d** -makes decisions in light of gospel values with an informed moral conscience;
**CGE3e** -adopts a holistic approach to life by integrating learning from various subject areas and experience;
**CGE3f** -examines, evaluates and applies knowledge of interdependent systems (physical, political, ethical, socio-economic and ecological) for the development of a just and compassionate society.

**A Self-Directed, Responsible, Life Long Learner** who

**CGE4a** -demonstrates a confident and positive sense of self and respect for the dignity and welfare of others;

**CGE4b** -demonstrates flexibility and adaptability;

**CGE4c** -takes initiative and demonstrates Christian leadership;

**CGE4d** -responds to, manages and constructively influences change in a discerning manner;

**CGE4e** -sets appropriate goals and priorities in school, work and personal life;

**CGE4f** -applies effective communication, decision-making, problem-solving, time and resource management skills;

**CGE4g** -examines and reflects on one's personal values, abilities and aspirations influencing life's choices and opportunities;

**CGE4h** -participates in leisure and fitness activities for a balanced and healthy lifestyle.

**A Collaborative Contributor** who

**CGE5a** -works effectively as an interdependent team member;

**CGE5b** -thinks critically about the meaning and purpose of work;

**CGE5c** -develops one's God-given potential and makes a meaningful contribution to society;

**CGE5d** -finds meaning, dignity, fulfillment and vocation in work which contributes to the common good;

**CGE5e** -respects the rights, responsibilities and contributions of self and others;

**CGE5f** -exercises Christian leadership in the achievement of individual and group goals;

**CGE5g** -achieves excellence, originality, and integrity in one's own work and supports these qualities in the work of others;

**CGE5h** -applies skills for employability, self-employment and entrepreneurship relative to Christian vocation.

**A Caring Family Member** who

**CGE6a** -relates to family members in a loving, compassionate and respectful manner;

**CGE6b** -recognizes human intimacy and sexuality as God given gifts, to be used as the creator intended;

**CGE6c** -values and honours the important role of the family in society;

**CGE6d** -values and nurtures opportunities for family prayer;

**CGE6e** -ministers to the family, school, parish, and wider community through service.

**A Responsible Citizen** who

**CGE7a** -acts morally and legally as a person formed in Catholic traditions;

**CGE7b** -accepts accountability for one's own actions;

**CGE7c** -seeks and grants forgiveness;

**CGE7d** -promotes the sacredness of life;

**CGE7e** -witnesses Catholic social teaching by promoting equality, democracy, and solidarity for a just, peaceful and compassionate society;

**CGE7f** -respects and affirms the diversity and interdependence of the world's peoples and cultures;

**CGE7g** -respects and understands the history, cultural heritage and pluralism of today's contemporary society;

**CGE7h** -exercises the rights and responsibilities of Canadian citizenship;

**CGE7i** -respects the environment and uses resources wisely;

**CGE7j** -contributes to the common good.

## Unit 1: Coming of Age

**Time:** 30 hours

### Unit Description

This unit emphasises the process of developing study skills such as vocabulary development, the writing process, research, time management, self-evaluation, and goal-setting through analysis of the short story, poetry and non-fiction prose. The theme, Coming of Age, allows students to explore their lives as members of a family, society, and a faith community through the study of a variety of literary genres and associated print and media material. Through discussions of differences in rites of passage among societies, students are encouraged to examine the ethical issues of bias and inclusion. Students reflect on the past while examining and preparing for the challenges of the future. In the light of gospel values, students examine their personal lives, abilities, and aspirations influencing life's choices and opportunities. As students move toward being effective communicators, they are encouraged, through oral and written presentations, to find their own voices and their God-given potential. The culminating activity uses the full writing process as students' reactions to literature are gathered, polished and published.

**Note:** Please see Unit Synopsis Chart – Course Overview, p. 3.

## Activity 1: Milestones

**Time:** 360 minutes

### Description

In this introductory activity, students are made aware of the skill development expectations, classroom routines, and guiding themes of the course. Students develop oral language skills such as communication strategies, pronunciation, and intonation through guided, whole class, and group discussion of literature on the theme of personal journeys in the contexts of family, society and faith. With an emphasis on inclusion, students also examine differences in rites of passage as seen in Canadian, their own, and other cultures. Knowledge of literary elements and devices, text analysis, vocabulary development, and reading strategies are developed through a variety of readings and through written responses. Students are encouraged to integrate faith with life as they compare and contrast, write and speak about their own rites of passage, both in the past and to come. The activity culminates with a small research project and a class presentation, which introduces techniques for accessing community support materials. Diagnostic and formative evaluation is emphasized to assist students in goal setting.

### Strand(s) & Learning Expectations

**Ontario Catholic School Graduate Expectations**

CGE1i - integrates faith with life;
CGE4g - examines and reflects on one's personal values, abilities and aspirations influencing life's choices and opportunities;
CGE6c - values and honours the important role of family in society.

**Strand(s):** Oral and Visual Communication, Reading, Writing, Social and Cultural Competence

**Overall Expectations**

DORV.01 - communicate orally in English in a wide variety of daily activities in the community, the classroom, and the workplace;
DORV.03 - use appropriate language and non-verbal communication strategies in a variety of situations;
DREV.01 - read and respond to literature with teacher guidance;

DREV.02 - use a range of strategies to build vocabulary;
DREV.04 - locate, evaluate and use information from a variety of sources for academic, social, and career purposes, including guided research projects;
DWRV.01 - write in a variety of forms appropriate to different subject areas, personal needs, and career goals, with teacher guidance;
DWRV.04 - use the sentence patterns and conventions of standard Canadian English most of the time in written work;
DSCV.01 - demonstrate understanding of the rights and responsibilities of living in Canada;
DSCV.02 - demonstrate flexibility as learners in different teaching and learning situations.

**Specific Expectations**

DOR1.03 - use a variety of communication strategies to bridge gaps in their English-language knowledge;
DOR1.04 - use the pronunciation, stress rhythm, and intonation patterns of spoken English with accuracy most of the time;
DOR1.05 - participate in classroom discussions and oral presentations;
DOR1.07 - use a variety of transition phrases in classroom discussions or oral presentations;
DOR2.02 - correct some common grammatical errors in their own speech;
DOR3.05 - use polite forms to negotiate and reach consensus in small group tasks;
DRE1.01 - identify some cross cultural themes in literature;
DRE1.02 - identify and explain literary elements and devices in teacher-selected texts;
DRE2.01 - use a variety of strategies to develop vocabulary;
DRE2.02 - infer the meanings of many Latin-based words from context and from prefixes and suffixes, and word roots;
DRE3.01 - recognize the elements and purposes of different forms of texts and participate in discussions about them;
DRE3.02 - skim texts for main idea and organization;
DRE3.03 - scan texts for specific information;
DRE4.01 - use knowledge of a variety of conventions of formal texts to locate information;
DWR1.01 - write and carry out assignments in different subject areas;
DWR2.02 - use transition words and a variety of sentence patterns to express relationships;
DWR3.01 - spell words accurately in final drafts;
DWR3.02 - use periods, commas, apostrophes, quotations marks, colons, and parentheses correctly in final drafts;
DWR3.05 - use common tenses and verb phrases, adjectives, adverbs, conjunctions, prepositions of direction and time, and interrogative and negative constructions appropriately and with accuracy most of the time;
DSC1.03 - identify and use the skills to seek assistance in the school and community;
DSC2.03 - participate fully in group activities.

## Planning Notes

- In this introductory activity teachers need to ascertain the backgrounds and skill levels of the students. The autobiographical profile provides some background of each student and should be collected and photocopied. A file of this information is a useful tool for ongoing diagnostic assessment. At each stage of the course, teachers should to be aware that students may not be familiar with Canadian classroom expectations, and be prepared to review and assist where necessary.

- To establish a consistent and routine method of developing vocabulary, students organize a Vocabulary/Structure Journal, to be entitled "Words, words, words", divided under the following headings: Prefixes and Suffixes: Idioms and Slang Expressions; Literary Terms; Research Terms; Technical Terms (computer, Internet); and Register (with explanation). Using teacher specifications, students draw up an assessment chart at the front of the book, reflecting report card categories regarding learning skills and effort.
- Have a set of dictionaries ready for classroom use as students review dictionary and word attack skills for their personal glossaries.
- Students are to keep a portfolio of written work for polishing and publishing purposes throughout the course.
- Create a checklist for diagnostic/formative assessment of oral skills and non-verbal communication in group interaction and formal oral situations. Suggested headings are: Participation; Use of communication strategies to bridge gaps; Use of polite forms; Pronunciation, Stress, Rhythm, Intonation; Transition phrases; Self-correction. Make students aware of these expectations by distributing copies or posting in the classroom.
- Create an autobiographical profile sheet for students to complete or use the following:
  **Know Thyself.** *Please answer the following questions. Be honest, but remember that you will be sharing these with a classmate who will use what you have written to introduce you to the class. 1.Name: 2.Date of Birth: 3. Last School Attended: 4. List ten words that best describe you: 5. Name something you dislike doing. Why? 6. How do you spend time after school and on weekends? 7. Of all the things you do in your free time, what do you like the most? 8. What does friendship mean to you? 9. What are your favorite TV shows? 10. What magazines or books do you enjoy reading? 11.What major goals in your life are you working on right now? 12. If you could be someone other than yourself, whom would you choose to be? Why? 13.What is the funniest thing that ever happened to you? 14.What career do you wish to pursue when you graduate? 15. How do you picture yourself twenty years from now? 16. What do you like best about the Canadian school system? 17. What do you like least about the Canadian school system?*
- Obtain copies of stories to be analysed in the activity: "Early Days" by Maria Campbell (p. 38 *In Touch*); "Jason Kovak, the Quick and the Brave" (p. 42, *Visions*). Teachers may substitute other stories with similar themes. Keep Cancopy restrictions in mind.
- Provide students with a list of transition phrases related to comparison, contrast, cause and effect, time sequence, and concluding statement. Be prepared to model their use.
- Create a rubric for diagnostic, formative and summative assessment of writing. Suggested categories: Uses appropriate conventions; Uses transition words; Uses variety of sentence patterns; Spells words accurately; Uses periods, commas, apostrophes, quotations marks, colons, and parentheses correctly; Provides title page correctly formatted; Acknowledges sources. Or adapt Catholic Profiles, ESLCO Appendix 1.5.1 Writing Assessment Rubric for Paragraph.
- Create a short diagnostic quiz on literary terms based on "Jason Kovak, the Quick and the Brave" (or another suitable story dealing with growing up). Questions could include: "What is the point of view of the story?", "Who is the narrator?", "Name the protagonist.", "Name the antagonist.", "Describe the main internal conflict.", "Describe the main external conflict.", "What is the setting?", "What is the theme?" Also provide students with a sample plot line.
- Be prepared to direct students to locate appropriate pamphlets and websites for their research project. *Government of Canada Services for You* contains a comprehensive list of current websites to access support material for a variety of government services. Other useful and comprehensive websites are www.elections.ca and www.canada.ca.

- Create an expectations sheet for a mini research project including a rubric for peer evaluation.
- Have a class set of pamphlets, unrelated to the mini project, available to practise scanning and skimming techniques. Provide a number of suitable questions including a general skimming question about main idea and organization, and about four specific scanning questions on specific content.
- This activity offers a number of teachable moments for the discussion of ethical issues involving bias and inclusions, such as, reaction to information on the autobiographical profiles; the position of Native Canadians in Canadian Society; people in society who have been labelled as different or marginalized; comparison of rites of passage in different societies.

### Prior Knowledge & Skills

Students placed in ESLDO are assumed to have language skills equivalent to those required to complete ESLCO. Newcomers to Ontario without wide experience in the Canadian educational system may still need assistance in these areas: group work, self and peer assessment, oral presentations, story elements, simple paragraph structure, accessing material in pamphlet form and through databases.

### Teaching/Learning Strategies

1. As an introductory task, students complete the autobiographical profile (see Planning Notes).
2. Students form pairs to share some of the responses from their profiles. They are reminded to respect the uniqueness and value of each person and the need for sensitivity in dealing with each other's information. They then take turns introducing their partner to the class by giving a brief summary of what they have learned from the discussion. The teacher completes a checklist of oral skills for diagnostic purposes (see Planning Notes). The teacher collects the profiles as a source of background information about students (see Planning Notes).
3. The teacher introduces the unit which will include reading various forms of literature to improve reading skills and vocabulary; analysing literature and understanding different genres to prepare for success in regular English classes; exploring personal development in order to understand strengths; setting goals and developing the tools to achieve them. Students note down the categories for "Words, words, words", Vocabulary/Structure Journals (see Planning Notes) and a time line for purchasing and organizing the booklet is set.
4. The teacher introduces the short memoir, "Early Days" by Maria Campbell, by reading and discussing the short introduction. Explanation and discussion of terms such as Métis and halfbreed, as well as some background on the relationship of First Nations to the Canadian society, may be necessary.
5. Students read the story as a class with teacher assistance and comment where necessary. Students record unfamiliar words for inclusion in their Vocabulary/Structure Journals. Where appropriate, the teacher reviews dictionary format to encourage awareness of root words but emphasizes that meaning is best discerned from context whenever possible.
6. In a teacher-led discussion, students are encouraged to share memories of their own childhood which were triggered by the events in the story: importance of family, houses they have lived in, best friends, tricks played on them, or people and places in their neighbourhood.
7. Following this brainstorming task, students write their own short memoir of one childhood experience. They will write one paragraph of about 150 words and will demonstrate correct paragraph structure. Students will follow the writing process: writing first and polished draft, undertaking self and peer editing, demonstrating ability to check spelling, punctuation, and structure, and finally, using appropriate presentation. During the in-class writing of the first draft, the teacher circulates to advise and assist. Students complete the first draft for homework. Peer editing, rewriting, and final presentation of the paragraph are concurrent with the remainder of the activity.

8. The teacher introduces "Jason Kovak, the Quick and the Brave", a story of a shy adolescent who is trying to find himself and be a part of the adult world. As this is a lengthy story, it should be read in class with teacher guidance. There are many examples of slang, idioms, and unfamiliar words allowing students to use word attack skills and record new expressions in their Vocabulary/Structure Journals. Reading is halted at significant moments to allow students to predict coming events.
9. As a comprehension check, the teacher reviews the concept of a plot line. Students, working in pairs or small groups, create their own plot lines of the story and then compare results.
10. For diagnostic purposes, the teacher conducts a short quiz on the components of the story (see Planning Notes). This is taken up in class and provides an opportunity to review the meaning of literary terms and make notes in student Vocabulary/Structure Journals.
11. In the story, Jason still feels himself to be a child although he is longing to join the adult world. Students discuss significant events in their childhood which were milestones to growing up because they seem to point to being more in control. Responses will vary according to cultural background providing an opportunity for the teacher to model and expect respectful listening. Students who have experienced political or economic chaos in their pasts may share more dramatic stories, which must be accepted with sensitivity.
12. Working in groups, students gather these moments and, using a web diagram, categorize them: family, faith, possessions, skills, knowledge, and so on. Students are encouraged to develop their own categories and are reminded to respect and value the opinions of others during group discussion. The teacher circulates to offer advice and monitor group interaction. Groups report on the results of their discussion as well as any disagreements that arose during the exercise and how these were resolved. Diagnostic observation of oral skills continues.
13. The teacher reviews some transition phrases and models sentences using them. For example: "I found out there was no Santa Claus when I was about seven. **As a result** I felt quite sad. **However**, I also felt smarter than my brother who still believed." (Be prepared to explain any cultural references that may be new to students.) Students attempt their own sentences using transition phrases in written and oral format.
14. In the next task arising from the story, students are introduced to the idea of rites of passage: the events that move us from the world of childhood to the world of the adult. Students list and discuss rites of passage in their own, other, and Canadian societies and are encouraged to compare and contrast. To emphasize the commonality of many of these rites of passage across societies, students use a Venn diagram as a graphic organizer. This is an opportunity to discuss the issue of bias and to promote inclusion. Topics emerging from the discussion could include: age bias in treatment of Grade 9 students by older students; gender bias in education and socialization of boys versus girls. Students examine important steps toward adulthood that they have already taken, or anticipate taking under headings such as Faith, Family, Society: Rights and Responsibilities.
15. Using the list of topics generated, the class develops a series of mini research projects. Students choose a topic such as getting a driver's license; getting a marriage license; taking marriage vows; being allowed to drink; leaving home; getting a job; earning the minimum wage; giving blood; voting; Confirmation. Depending on class size and number of topics created, students will either work alone or in groups. Their task is to find background material (pamphlets, Church documents, web sites) which can be easily photo copied or can be collected in bulk. Students are asked not to show their pamphlet to other groups.
16. In preparation for the presentation, and while students locate their material, using a teacher supplied pamphlet, students practise skimming techniques as they identify the main idea and methods of organization. Students then scan the pamphlet for specific information requested by the teacher.

17. Having collected material appropriate to their topic, students create a list of questions (including a general, skimming question about main idea and organization, and about four specific scanning questions on specific content) based on their material. Once the teacher has checked these questions, groups exchange materials and have a skimming/scanning "race" to see how quickly they can locate the required information.
18. In the class discussion that follows, students share their successful techniques in locating the material and the information.
19. Students use teacher supplied rubric to evaluate their peers' research projects and questions.
20. The teacher shares the results of diagnostic testing and observation to allow students to self correct and establish goals.

### Assessment & Evaluation of Student Achievement

- Checklist to assess oral skills throughout the activity. (Formative and diagnostic: DOR1.03, DOR1.04, DOR1.05, DOR1.07, DOR2.02, DOR3.05, DSC2.03)
- Rubric for memoir paragraph. See Planning Notes or adapt Catholic Profiles, ESLCO Appendix 1.5.1 Writing Assessment Rubric for Paragraph (Formative and diagnostic: DWR1.01, DWR2.02, DWR3.01, DWR3.02, DWR3.05)
- Quiz for literary terms. (Formative and diagnostic: DRE1.01, DRE1.02)
- Peer assessment of mini research project for completion and variety and relevance of questions. Teacher supplied rubric. (Formative and Summative: DRE3.01, DRE3.02, DRE3.03, DRE4.01, DSC1.03)

### Resources

Barry, James, Glen Huser, and Sharon Siamon. *In Touch*. Scarborough: Nelson Canada. 1993. ISBN 0-17-603900-7

Gallo, Donald R. *Visions*. New York: Dell Publishing Group Inc., 1988. ISBN 0-440-20208-6

**Internet Sites**

www.elections.ca

www.canada.ca

*Government of Canada Services for You*. Minister of Public Works and Government Services Catalogue No. PF4-2/200. ISBN 0-662-65033-6

www.curriculum.org

### Accommodations

- Pair students exhibiting problems with concepts or materials with a stronger partner for support
- Provide bilingual dictionaries to support Vocabulary/Structure Journals
- Be prepared to review Canadian classroom expectations where necessary, keeping student background as revealed in student autobiographical profiles in mind

## Activity 2: Blueprints for New Directions

**Time:** 360 minutes

### Description

Students are examining, building on, and extending the skills and insights introduced in Activity 1. Students read short prose selections and poems, which examine self-assessment and goal-setting. Oral skills are developed through discussions and jigsaw group interaction. Note-taking, summary writing, and independent learning skills are developed and an understanding of literary terms is broadened through analysis of Scripture and selected writing on the themes of blueprints and planning for the future. Students examine the importance of character based on Christian values, friendship, family, faith, and appropriate goal setting for a successful, productive and faith-directed life. Students demonstrate respect for others as they work in groups and share information in formal and informal settings. Students continue to use appropriate word attack skills and to build vocabulary. They will use the correct format in answers to comprehension questions, using quotation marks, ellipses, and colons. In the final activity of this unit, students extend their knowledge of conventions appropriate to a variety of written forms; use the writing process; and strive for accuracy in spelling, punctuation and grammar.

### Strand(s) & Learning Expectations

**Strand(s):** Oral and Visual Communication, Reading, Writing, Social and Cultural Competence

**Ontario Catholic School Graduate Expectations**

CGE1g - understands that one's purpose or call in life comes from God and strives to discern and live out this call through life's journey;
CGE3d - makes decisions in the light of gospel values with an informed moral conscience;
CGE4e - sets appropriate goals and priorities in school, work, and personal life.

**Overall Expectations**

DORV.01 - communicate orally in English in a wide variety of daily activities in the community, the classroom, and the workplace;
DORV.03 - use appropriate language and non-verbal communication strategies in a variety of situations;
DREV.01 - read and respond to literature with teacher guidance;
DREV.02 - use a range of strategies to build vocabulary;
DREV.04 - locate, evaluate and use information from a variety of sources for academic, social, and career purposes, including guided research projects;
DWRV.01 - write in a variety of forms appropriate to different subject areas, personal needs, and career goals, with teacher guidance;
DWRV.02 - use the writing process to prepare final drafts, with teacher guidance;
DWRV.03 - arrange ideas in logical order and present in linked paragraphs;
DWRV.04 - use the sentence patterns and conventions of standard Canadian English most of the time in written work;
DSCV.01 - demonstrate understanding of the rights and responsibilities of living in Canada.

**Specific Expectations**

DOR1.05 - participate in classroom discussions and oral presentations;
DOR1.06 - provide a summary of group discussion or activity;
DOR1.09 - take notes from a classroom presentation, using written outline or graphic organizer as a guide;
DOR1.10 - express and support a point of view in classroom discussion;
DOR1.11 - use formal speech for oral classroom presentations;
DRE1.01 - identify some cross-cultural themes in literature;
DRE1.02 - identify and explain literary elements and devices in teacher selected texts;
DRE1.03 - make inferences about writer's point of view or a character's actions;

DRE2.01 - use a variety of strategies to build vocabulary;
DRE2.02 - infer meaning of many Latin-based words from context and from prefixes and suffixes;
DWR1.02 - write for career-related purposes;
DWR1.03 - select and use appropriate forms for personal and creative writing;
DWR1.05 - use the conventions appropriate to particular forms of writing;
DWR2.03 - edit to improve style;
DWR2.02 - use transition words and a variety of sentence patterns to express relationships such as comparison and contrast;
DWR2.05 - produce final drafts, using appropriate writing tools;
DWR2.06 - use word processing software to compose and edit pieces of writing;
DWR3.01 - spell words accurately in final drafts;
DWR3.02 - use periods, commas, apostrophes, quotations marks, colons, and parentheses correctly in final drafts;
DWR3.04 - use ellipses to show that words have been omitted from a quotation;
DWR3.05 - use common tenses and verb phrases, adjectives, adverbs, conjunctions, prepositions of direction and time, and interrogative and negative constructions appropriately and with accuracy most of the time;
DSC2.01 - participate effectively in a variety of teaching and learning situations;
DSC2.03 - participate fully in group activities.

### Prior Knowledge & Skills

- Some familiarity with paragraph and sentence structure, transition words and phrases, group work expectations, use of colon and parenthesis.

### Planning Notes

- From the story "New Directions" by Maya Angelou (p.21, *Wouldn't Take Nothing for My Journey Now*), create a list of vocabulary/expressions that may be unfamiliar to students such as: concede, amicably, domestic, meticulously, cotton gin, brazier, savours, spectres, ominous, unpalatable.
- Create discussion/comprehension questions for "New Directions" which direct students to locate and identify character and tone. Suggested questions: 1. What is the author's attitude toward William Johnson? 2.What tone does she use to convey this attitude? 3. Give one quotation which shows the tone being used. 4. Give three adjectives to describe Annie Johnson. For each one, provide three examples from the text to show how this adjective accurately describes her. 5. What is the message or theme of the story? Try to write it in your own words.
- Create an assessment tool for comprehension questions. (Subject of answer made clear by repeating part of the question; use of textual proof; quotation marks, ellipses, and colons used appropriately; accurate use of language structure; useful and accurate editing as work is taken up.)
- Collect a series of literary pieces connected with the theme of blueprints for new directions. Suggestions include: 23rd Psalm (faith in God's love); "Pages from a Diary" by Sylvia Plath; p. 85, *In Touch* (decisions); from *Voices Past and Present*: p. 318 – "Richard Corey" by Edward Arlington Robinson (money and happiness); p. 65 – "Warren Pryor" (following your dreams); and from *Poems* by Maya Angelou: p. 163 – "Just Like Job" (need for faith on any journey), p. 165 – "Call Letters: Mrs V." (need for courage); p. 69 – "Alone" (need for friendship, family); p. 54 – "Picken Em Up and Layin Em Down" (need for commitment).
- Create a set of guide questions for literature being read and discussed by groups. Suggestions include: Who is the speaker? What form (poetry, prose, biography, journal) is the piece written in? What is happening in the story/poem? What is the main setting? What is the theme? How can it be applied to young people who are trying to find success in this world? Find one simile and one metaphor.

- Create jigsaw groups keeping oral fluency and comfort level of individual students in mind. Students who find oral presentations difficult can be paired with another student from their "expert" group for the presentation in the "learning" group.
- Create rubric for peer evaluation of presentations. This could be done in consultation with the class. Possible categories: Useful summary, Interesting presentation, Point of view well supported by textual evidence, Clear and easy to understand (or adapt ESLEO Catholic Profiles Appendix 4.2.2 Jigsaw Peer Evaluation, 4.2.3 Jigsaw Self Evaluation 4.2.4 Jigsaw Presentation).
- Create a rubric to assess written responses.
- The poems and prose of Maya Angelou offer further opportunities for examination of bias issues.

### Teaching/Learning Strategies

1. As a pre-reading activity for the story/essay "New Directions" by Maya Angelou, students return to the autobiographical profiles they completed in Activity 1. After looking at their answers to "What major goals are you working on right now?" and "What career do you wish to pursue when you graduate?" students list the requirements to achieve their aims. The teacher guides the discussion to include a broad range of ideas including character traits, personal sacrifices, support of family, and a life built on faith.
2. Following the discussion in step 1, students are given an assignment, which they may work on throughout Activity 2, as a final response to the theme under consideration. They will present, in the form of a poster or collage, a self analysis/personal resume, evaluating such things as their strengths and weaknesses, personal goals, obstacles they may face and what they will need to overcome them, counting their blessings, and the role of faith in their lives. These collages will be shared with the class in a brief oral presentation.
3. The teacher introduces "New Directions" by Maya Angelou as a story that deals with the theme of achieving goals and provides a brief biography of the writer. Students predict the type of setting, character, and theme which could emerge from her background as a member of a minority group suffering discrimination. The literary term "tone" is introduced and the term "character" broadened to include how the character is revealed by the writer.
4. Working in groups, with teacher monitoring, students read the story, taking turns and stopping for clarification and to explore unfamiliar vocabulary. The teacher lists some of the words likely to need explanation and suggests useful approaches to assist in finding meaning (see Planning Notes). New vocabulary is added to Vocabulary/Structure Journals as students use context, dictionary and word structure to understand meaning.
5. Before students answer comprehension questions (see Planning Notes), the teacher outlines the correct format for answering questions: repeating part of the question to introduce the answer, use of textual proof, correct use of quotation marks, ellipses, and colons. Questions are completed for homework, if necessary. As the questions are taken up in class, students are directed to make corrections in another colour ink, or in pencil. The teacher stresses that good note-taking, when work is being corrected in class, is an important skill. Work is collected for evaluation and returned for discussion at a convenient time later in the activity.
6. Using a jigsaw format, students will next read and interpret selected pieces of writing which further explore the theme of blueprints for new directions. Students are divided into small groups and given a literature selection to read (see Planning Notes). These groups, known as the "experts", read and discuss the work they have been assigned. They use a set of teacher supplied questions to guide them in analysing the work (see Planning Notes). Each member of the group must have his/her own set of notes, as he/she will be teaching this information in another group setting. The teacher encourages each group to consider how they will present their literary selection and analysis. As the students work in their groups, the teacher circulates offering suggestions and assistance.

A member of each "expert" group is then assigned to a new group called the "learners". Each learner group should have at least one member of each expert group. Taking turns, the "experts" present their assigned literary selection with their interpretation.

7. During the jigsaw presentations, students practise note taking. To guide them, they use the outline questions which were used for the literary analysis. Students are encouraged to ask questions and also to listen respectfully and show appreciation for the efforts of their peers. Using the rubric on oral representations (see Planning Notes) the "learners" evaluate the "experts."
8. Each group provides the teacher with two or three questions for its piece. The teacher compiles this into a class test.
9. Using the full writing process, students respond to the literature read in a form of their choice: diary, personal letter, extension, newspaper item, reflection, or poem. The teacher reviews the conventions associated with these forms of writing. Students take notes on these conventions and refer to them when editing the work of others during the writing process.
10. Finally, students present their collage personal resumes which were assigned in step 2.

### Assessment & Evaluation of Student Achievement

- Assessment tool for comprehension questions (see Planning Notes). (Formative: DWR3.02, DWR3.04, DWR3.05; DRE2.01, DRE2.02, DSC2.01)
- Oral presentation of literary piece in jigsaw setting. Peer evaluation. (See Planning Notes or adapt ESL EO Catholic Profiles Appendix 4.2.2 Jigsaw Peer Evaluation, 4.2.3 Jigsaw Self Evaluation, 4.2.4 Jigsaw Presentation) (Formative and Summative: DOR1.05, DOR1.06, DOR1.10, DOR1.11, DSC2.03, DSC1.01)
- Test based on student presentations. (Summative: DOR1.09, DRE.01, DRE1.02, DRE1.03)
- Creative written response. (Summative: DWR1.03, DWR1.05; DWR2.03, DWR2.05, DWR2.06; DWR3.01, DWR3.05)
- Personal resume in creative form and oral presentation. (Summative: DSC2.01, DWR1.02, DOR1.11)

### Accommodations

- Pair students exhibiting difficulties with concepts or materials with a stronger partner in jigsaw activity.
- Permit taping of oral presentations for students who are uncomfortable with presenting in front of a class. Tapes can be used for further review or to monitor personal progress.

### Resources

Angelou, Maya. *Poems*. New York: Bantam Books, 1993. ISBN 0-553-25576-2

Angelou, Maya. *Wouldn't Take Nothing for My Journey Now*. New York: Bantam Books, 1994. ISBN 0-553-56907-4

Barry, James, Glen Huser, and Sharon Siamon. *In Touch*. Scarborough: Nelson Canada. 1993. ISBN 0-17-603900-7

*Holy Bible*. Nashville, Tennessee: Catholic Bible Press, 1990. ISBN: 0-88834-019-2

Porter, Jessie. *Voices Past and Present*. Toronto: Wall & Emerson, Inc., 2000. ISBN 1-895131-19-7

**Internet Sites**

www.curriculum.org – ESLEO Catholic Profiles Appendix 4.2.2 Jigsaw Peer Evaluation, 4.2.3 Jigsaw Self Evaluation, 4.2.4 Jigsaw Presentation

## Activity 3: Getting There

**Time:** 180 minutes

### Description

Students focus on the skills and attitudes which will allow them to succeed in school-related subjects, the working world, and as faith-directed members of family and society. Canadian classroom expectations around time management, note-taking, peer marking, oral response, and group work; family obligations; the nature of work and Christian vocation; workplace protocol; identity, self-respect, self-worth; and the place of leisure in a balanced life are addressed through reading and discussions of selected scripts and autobiographical prose. Students will also improve their understanding and use of idioms, slang, polite greetings and appropriate register through role-play and scripted presentations.

### Strand(s) & Learning Expectations

**Ontario Catholic School Graduate Expectations**

CGE1d - develops attitudes and values founded on Catholic social teaching and acts to promote social responsibility, human solidarity and the common good;
CGE1i - integrates faith with life;
CGE1j - recognizes that "sin, human weakness, conflict and forgiveness are part of the human journey" and that the cross, the ultimate sign of forgiveness is at the heart of redemption. (Witnesses to Faith);
CGE3e - adopts a holistic approach to life by integrating learning from various subject areas and experience;
CGE4e - sets appropriate goals and priorities in school, work and personal life;
CGE4g - examines and reflects on one's personal values, abilities and aspirations influencing life's choices and opportunities;
CGE4h - participates in leisure and fitness activities for a balanced and healthy lifestyle;
CGE6c - values and honours the important role of the family in society.

**Strand(s):** Oral and Visual Communication, Reading, Writing, Social and Cultural Competence

**Overall Expectations**

DORV.01 - communicate orally in English in a wide variety of daily activities in the community, the classroom, and the workplace;
DORV.02 - use the elements of English grammar with increasing accuracy in speech;
DORV.03 - use appropriate language and non-verbal communication strategies in a variety of situations;
DREV.01 - read and respond to literature, with teacher guidance;
DREV.02 - use a range of strategies to build vocabulary;
DWRV.01 - write in a variety of forms appropriate to different subject areas, personal needs, and career goals, with teacher guidance;
DWRV.02 - use the writing process to prepare final drafts, with teacher guidance;
DSCV.01 - demonstrate understanding of the rights and responsibilities of living in Canada;
DSCV.02 - demonstrate flexibility as learners in different teaching and learning situations.

**Specific Expectations**

DOR3.01 - analyse social contexts to determine the appropriate type of language to use;
DOR3.02 - recognize and respond appropriately to verbal and non-verbal cues;
DOR3.03 - use formal and informal styles of language appropriately;
DOR3.04 - use some idioms and slang where appropriate;
DOR3.05 - use polite forms to negotiate and reach consensus in small-group tasks;
DRE2.01 - use a variety of strategies to build vocabulary;
DRE2.02 - infer the meaning of many Latin-based words from context and from prefixes, suffixes, and word roots;

DRE3.02 - skim texts for main ideas and overall organization;
DRE3.03 - scan texts for specific information;
DSC2.03 - participate fully in group activities.

### Planning Notes

- Students add to their Vocabulary/Structure Journals.
- Obtain a copy of the school's antiracism policy.
- Prepare: 1. checklist or rating scale to assess cooperative group skills, 2. checklist or marking scheme for peer assessment of the autobiographical stories which will assess comprehension questions, discussion questions/summaries, advice for success, and oral presentation skills. (Or see Catholic profiles at www.curriculum.org for assessment tools which can be modified to suit. Specifically see English for School and Work: Appendix 1.3 Rated checklist for Oral Presentations and Appendix 1.5 Checklist for Assessing Group Work, also English in Daily Life: Appendix 4.2 Oral Presentation – Teacher/Peer Checklist.)
- Prepare a self-assessment tool for student videotape and oral presentation of Dialogues: School Scenes. Students could be involved in setting expectations for this assessment.
- Distribute and discuss assessment tools with students to allow them to meet expectations.

### Prior Knowledge & Skills

- Familiarity with group work/cooperative skills practised in Activities 1 and 2.
- Familiarity with oral presentation skills.

### Teaching/Learning Strategies

1. The teacher designs a Mind Map on the board filling in the middle circle with the words *Adapting to School* and then asks the students to reflect on the adjustments they have had to make to the Ontario classroom. Students have reflected upon a similar topic in Activity 1 and could refer back to their responses to questions on what they enjoy least or most about the Canadian school system. Possible answers could include: learning a new language, teaching methods, class size, student behaviour, many cultures, achievement/marks, and parental pressure or stress. Student responses are then added to the Mind Map. The students copy the Mind Map into their notebooks.
2. Next, the teacher asks what the students need in order to cope with the adjustments and writes the beginning parts of sentences using the words *time*, *patience*, *effort*, *courage*, for example, "You need time because…You need patience because…You need effort because…You need courage because…" The students complete the sentences in their notebooks, first, and then share their responses orally.
3. As a whole class task, the teacher asks the students if they have been bullied at school (elaborating on the meaning of bully/bullying), how they felt, and what they did. This could be a very personal, sensitive issue with some students and only volunteered responses should be discussed. It is also an opportunity for discussion of Christian responsibility to nurture and value each individual. Next the students examine the glossary of new vocabulary for the first autobiographical story, "Standing Up to Bullies" (p. 67). The students then add parts of the vocabulary to their Vocabulary/Structure Journals (idiomatic expressions and slang). The teacher can read the story aloud to the class or students can take turns reading. The students are asked to respond orally to the corresponding comprehension questions (on p.102), as well as the discussion questions ("Responding"), wherein the definition of discrimination is studied. The school's antiracism policy is distributed, examined, and included in the discussion. The teacher points out that the author of the story was successful in overcoming the bullies and in making an adjustment to Canada.

The students are then asked to scan the text for specific words that indicate a successful/winning attitude or personal qualities and practices of the author (such as determination, willingness to participate, making friends, practising, building confidence, having goals, taking an active part). These words/expressions could be added to the student journals as a list of skills/attitudes/ qualities required for success.

4. The teacher then tells the students that they will read (in small groups) the rest of the autobiographical stories about other ESL students' adjustments to life and school in Canada. Using the section called "Student Voices" in the text *Voices Past and Present*, students read one of the four autobiographical selections per group: "Go Home", "Skipping Classes", "Pearl Harbour", "Making a Difference". They answer corresponding questions to check understanding (pp.102-104); take notes to summarize the group discussion of questions in the Responding section (pp.102-104); include new vocabulary in their Vocabulary/Structure Journals; prepare a brief oral presentation about the story (main idea) and what advice for success the story suggests. Cooperative group skills are reviewed by the teacher, and individual roles/responsibilities decided upon within each group. Some suggestions are reader, writer, presenter, task organizer/timer. Once the groups have started working, the teacher circulates assessing cooperative groups skills with a prepared checklist or rating scale. Provide students with hard copy, or post it in the classroom to emphasize expectations.
5. Each group presents the main idea of its story (difficult names, skipping classes/running away from problems, cultural prejudice, helping others), a summary of the group discussion, and what advice for success the story suggests, while peers/classmates add information to their Vocabulary/Structure Journals and evaluate the presentations using a prepared checklist or marking scheme. The teacher collects the peer-assessment when all groups have presented and tabulates average scores for each group as evaluation.
6. The teacher continues to focus the students' attention on adjustments by examining the fact that many Canadian teenagers work in the summer or after school at part-time jobs. Topics such as why teenagers work; how many hours teenagers should work so in order to balance study and leisure activities; minimum wage; how the money earned should be used (spent/saved/to help parents); finding a job; filling out applications/writing resumes; job interviews; and the specific difficulties faced by immigrant teens, are discussed. In addition, as Catholics, the teachings of the Church about the nature of work are examined. The teacher writes the following excerpts from *Catechism of The Catholic Church* (pp. 642-643) or provides enough copies of the text for students to read: Work is a duty. "If any one will not work, let him not eat. Work honours the Creator's gifts and talents received from him. It can also be redemptive…In work, the person exercises and fulfills in part the potential inscribed in his nature. Everyone should be able to draw from work the means of providing for his life and that of his family, and of serving the human community." These statements are examined and discussed.
7. Next, in pairs or small groups, students read dialogues which depict negative attitudes and a lack of skills for success in the world of work and school, in *Voices Past and Present*, section "Dialogues: School Scenes" (pp. 79-95). Each pair or group is assigned a dialogue ("Summer Job", "Small Group Discussion", "Future Plans", "Exam", "Class Weekend", "School Pressure", "The Greatest Teacher") to read, rehearse, videotape, and present to the rest of the class. In the presentation, students point out the wrong attitudes or lack of skills and provide suggestions for successful attitudes and identify the skills needed for success. Students should use the questions for each dialogue (on pp.105-107) as a guide for their presentations. As each pair or group presents, the rest of the students make notes/additions to their Vocabulary/Structure Journals. Each student also completes a self-assessment (prepared by the teacher) reflecting on effort, contribution, and quality of the finished product: videotape and oral presentation.

### Assessment & Evaluation of Student Achievement

- Checklist for cooperative group skills. (Formative: DOR3.01, 3.02, 3.03, 3.05; DSC2.03)
- Peer-assessment for group work and oral presentation of autobiographical stories of adjustment. (Summative: DRE2.02, 3.02, 3.03; DSC2.03)
- Self-assessment for pair/small group work of video and oral presentations of dialogues.
- Summative: (DOR3.02, 3.03, 3.04, DSC2.03)

### Accommodations

- Use first language when appropriate and bilingual dictionaries.
- Use taped texts as a support for print material.
- Provide peer/buddy support especially for reading and written exercises.

### Resources

Porter, Jessie, ed. *Voices Past and Present*. Toronto: Wall & Emerson, Inc., 2000. ISBN 1-895131-19-7

The Holy See. *Catechism of The Catholic Church*. New York: Bantam Doubleday Dell Publishing Group, Inc., 1995. ISBN 0-385-47967-0

**Internet Sites**

www.curriculum.org

## Activity 4: Imprints

**Time:** 180 minutes

### Description

Drawing on the skills needed for success examined in Activity 3 and the self-assessment initiated in Activities 1 and 2, students reflect on their "dream job" taking into account the Catholic teachings on the meaning and purpose of work. Students practise note-taking and participate in locating information and applying time management skills to a mini research project on a specific career. Students are encouraged to use the resources of the school, community, media and technology and to be aware of the ethics involved in issues such as plagiarism and piracy. Research terminology, appropriate reading strategies, vocabulary development, note-taking using a graphic organizer, resume, cover letter, and journal writing are addressed.

### Strand(s) & Learning Expectations

**Ontario Catholic School Graduate Expectations**

CGE1g - understands that one's purpose or call in life comes from God and strives to discern and live out this call throughout life's journey;
CGE2b - reads, understands and uses written materials effectively;
CGE4c - takes initiative and demonstrates Christian leadership;
CGE4f - applies effective communication, decision-making, problem solving, time and resource management skills;
CGE5b - thinks critically about the meaning and purpose of work;
CGE5h - applies skills for employability, self-employment and entrepreneurship relative to Christian vocation;
CGE7b - accepts accountability for one's own actions.

**Strand(s):** Oral and Visual Communication, Reading, Writing, Social and Cultural Competence

**Overall Expectations**

DORV.01 - communicate orally in English in a wide variety of daily activities in the community, the classroom, and the workplace;
DREV.02 - use a range of strategies to build vocabulary;
DREV.04 - locate, evaluate, and use information from a variety of sources for academic, social, and career purposes, including guided research projects;
DWRV.01 - write in a variety of forms appropriate to different subject areas, personal needs, and career goals, with teacher guidance;
DWRV.02 - use the writing process to prepare final drafts, with teacher guidance;
DSCV.02 - demonstrate flexibility as learners in different teaching and learning situations.

**Specific Expectations**

DRE2.01 - use a variety of strategies to build vocabulary;
DRE3.02 - skim texts for main ideas and overall organization;
DRE3.03 - scan texts for specific information;
DRE3.04 - determine meaning in texts that contain complex grammatical elements;
DRE3.06 - identify facts, opinions, and perspectives in text;
DRE4.01 - use knowledge of a variety of conventions of formal texts to locate information;
DRE4.02 - compare ideas and information from a variety of sources for guided research projects;
DRE4.03 - summarize main points for guided research projects, using graphic organizers;
DWR1.02 - write for career-related purposes;
DWR1.05 - use conventions appropriate to particular forms of writing;
DWR2.05 - produce final drafts, using appropriate writing tools;
DWR2.06 - use word-processing software to compose and edit pieces of writing;
DWR3.01 - spell words accurately in final drafts, including subject-specific terms;
DSC1.03 - identify and use the skills needed to seek assistance in the school and community;
DSC2.01 - participate effectively in a variety of learning and teaching situations;
DSC2.02 - use study skills effectively.

## Planning Notes

- Students continue additions to their Vocabulary/Structure Journal.
- Locate a copy of the short story, "Dream Job" p. 23-29 *Visions* (or another story of choice describing a job experience and loss of identity).
- Book the computer/cross-curricular lab for 2 hours/2 classes or substitute individual/after school time use of library or home computers.
- Prepare a graphic organizer that can be used for career research.
- Invite a guidance counsellor, a human resource specialist, a Career Studies or a TAP (Teacher Advisory Program) teacher to the class as a resource/speaker.
- Find out what the guidance office has in terms of career reference (books/pamphlets/software programs/kits/websites) and make a resource list for student use.
- Collect examples of cover letters and resumes that are effective, simple and straightforward and make copies for students.
- Arrange to have several copies of classified ads and career sections from local newspapers, as well as college and university calendars (available from guidance office).
- Create a model time management log (2.5 hours with 15 minute intervals) to encompass approximately 2.5 classes as an example for student assignment.

- Create a rubric or marking guide to evaluate the mini research project "Dream Job" evaluating the following components: inclusion of a graphic organizer (brainstorming activity), variety of sources, job description summary, educational requirements or path, cover letter, resume, time log, reflection journal.

### Prior Knowledge & Skills

- Some computer skills using word-processing software and conducting Internet research.
- Familiarity with the writing process.
- Some familiarity with simple resume and business letter format (ESLCO).

### Teaching/Learning Strategies

1. The teacher writes the following on the board: "Dream Job", Job, Salary, Do's, Don'ts, Problem, in a vertical fashion, using a left margin (on the board) leaving room after each heading for indented nuggets/numbers (1, 2, 3…) and asks the students to copy the headings and format into their notebooks. Then the teacher explains that the students will hear a story from which they are to extract information according to the headings.
2. Before actually reading the story, the teacher reminds the students that being successful academically consists of going to class regularly, reading (the textbook, novel, article), and being able to listen and take good notes. Therefore, good study skills include good note-taking skills. Good notes must be clear and well-organized so that students can study from them. The teacher then writes on the board and explains the three main criteria for good notes: write only the most important words, key words (these are content words such as verbs, nouns, adjectives and numbers); write as little as possible, but make sure to include the main points of a story/lecture/oral presentation and use abbreviations and symbols to save time; organize the notes with main headings (main points/ideas) at the left margin of the page and indent for supporting detail or examples (as in Step 1 above). Students copy the criteria into their notebooks.
3. The teacher reads "Dream Job" aloud as the students listen and write the pieces of information they have been asked for.
4. Students then pair up and compare, discuss, and adjust the information they have written under each heading.
5. As a final step, the teacher asks the pairs to share their answers while writing the responses on the board under the appropriate headings. The responses are then discussed from the viewpoint of irony (in the title), successful attitudes/habits/skills, work place protocol (including workplace ethics), and the nature of work (which they examined using *Catechism of the Catholic Church* in Activity 3).
6. The students are asked to reflect on their own "Dream Job"(already discussed in Activity 2). Creating a graphic organizer of their own (Mind Map, Venn Diagram), they list areas of interest (such as cars, children, plants, sports, music) and brainstorm possible related occupations to create a career cluster (*cars* – designer, mechanic, driver).
7. The teacher shares examples of cover letters and resumes with the students, discussing format, content/information, organization, types of fonts.
8. The students then begin a mini-research project of their dream job which includes: graphic organizer (from Step 6), research incorporating personal interview, Internet and print sources, resulting in a short description of the job, the average salary, the educational requirements, a cover letter and resume as if applying for the job, time log, and a journal reflection stating why the job suits the student (personality, talents/strengths, interests, and Christian service). Students will need to review and build on the simple resume format followed in ESLCO.

9. Students make use of all school facilities: guidance office/counsellors, TAP teachers, Library/Resource Centre, computer lab (for writing of cover letter, resume, and personal journal as well as to search the Internet), career related software, Internet sites and print materials. Students are reminded of the ethics involved in issues such as plagiarism and piracy and how they relate to Christian teaching.
10. Once again, students are reminded of successful study skills, which include time-management. The teacher hands out a time-management log (see Planning Notes) for the students to maintain over the course of the research and product creation stages.
11. The teacher evaluates the research projects using a prepared rubric or marking guide (see Planning Notes).

### Assessment & Evaluation of Student Achievement

- Rubric or marking guide to assess mini-research project, Dream Job (see Planning Notes). (Summative: DRE3.02, 3.03, 3.04, 3.06, 4.01, 4.02, 4.03; DWR1.02, 1.05, 2.05, 2.06, 3.01; DSC1.03, 2.01, 2.02)

### Accommodations

- Pair and group students for support.
- Teacher-student coaching/conferences.
- Use bilingual dictionaries.
- Extend time for completion of research project.
- Students capable of enrichment should be encouraged to research and act upon specific employment/ volunteer opportunities related to their Dream Job within the community.

### Resources

Career-related software, Internet sites, print materials found in school guidance office and TAP curriculum

Guidance counsellors

Gallo, Donald R. *Visions*. New York: Dell Publishing Group Inc., 1988. ISBN 0-440-20208-6

## Activity 5: Listening to Other Voices

**Time:** 420 minutes

### Description

In Activity 5, students further develop critical thinking, reading, writing, oral, study, and presentation skills through the examination of a variety of non-fiction and poetry. They explore themes dealing with the internal and external conflicts and challenges of adolescence. They have the opportunity to read works by their peers and reflect on the situations and decision making involved in growing up. Students are encouraged to respect others and to share their thoughts and feelings as they integrate faith and life as young Christians.

## Strand(s) & Learning Expectations

**Ontario Catholic School Graduate Expectations**

CGE2b - reads, understands, and uses written materials effectively;
CGE2c - presents information and ideas clearly and honestly and with sensitivity to others;
CGE4a - demonstrates a confident and positive sense of self and respect for dignity and welfare of others;
CGE4g - examines and reflects on one's personal values, abilities and aspirations influencing life's choices and opportunities.

**Strand(s):** Oral and Visual Communication, Reading, Writing, Social and Cultural Competence

**Overall Expectations**

DORV.01 - communicate orally in English in a wide variety of daily activities in the community, the classroom and the workplace;
DORV.03 - use appropriate language and non-verbal communication strategies in a variety of situations;
DREV.01 - read and respond to literature, with teacher guidance;
DREV.03 - extract information from grade-level texts, with teacher guidance;
DWRV.01 - write in a variety of forms appropriate to different subject areas, personal needs, and career goals, with teacher guidance;
DWRV.02 - use the writing process to prepare final drafts, with teacher guidance;
DWRV.03 - arrange ideas in logical order an present them in linked paragraphs;
DSCV.02 - demonstrate flexibility as learners in different teaching and learning situations.

**Specific Expectations**

DOR1.03 - use a variety of communication strategies to bridge gaps in their English-language knowledge (e.g., ask for clarification; paraphrase; use facial expressions and gestures to convey meaning);
DOR1.04 - use the pronunciation, stress, rhythm, and intonation patterns of spoken English with accuracy most of the time;
DOR1.05 - participate in classroom discussions and oral presentations;
DOR1.11 - use formal speech for oral communication;
DOR3.03 - use formal and informal styles of language appropriately (e.g., compare and role-play the use of forms of address in different situations);
DOR3.05 - use polite forms to negotiate and reach consensus in small-group tasks (e.g., *Would you like to...?*, *How about...?*, *Don't you think...?*);
DRE1.02 - identify and explain literary elements and devices in teacher-selected texts (e.g., theme, character development, plot, setting, simile, metaphor);
DRE1.03 - make inferences about a writer's point of view or a character's actions;
DWR1.03 - select and use appropriate forms for personal and creative writing (e.g., diaries, journals, personal letters and e-mail messages, dialogues, poetry, narratives);
DWR1.04 - use descriptive words and phrases to convey mood, atmosphere, and emotion;
DWR2.01 - write a passage of three or more paragraphs to develop a central idea;
DWR2.03 - edit to improve writing style (e.g., to convey a personal voice, to stress objectivity);
DWR2.05 - produce final drafts, using appropriate writing tools (e.g., dictionaries, editing checklists);
DWR2.06 - use word-processing software to compose and edit pieces of writing;
DWR3.01 - spell words accurately in final drafts, including subject-specific terms;
DWR3.02 - use periods, commas, apostrophes, quotation marks, colons, and parentheses correctly in final drafts;
DSC2.03 - participate fully in group activities, (e.g., contribute productively to all group tasks, assist others in the group, and help keep the group on task).

## Planning Notes

- Students continue using their Vocabulary/Structure journals.
- Have a set of dictionaries, and thesauri available either in book form, CD-ROM, or online for classroom use as students review dictionary skills and word attack skills for their Vocabulary/Structure journals.
- Assemble a suitable collection of reading material - two selections each of nonfiction, and prayer on the theme of self-knowledge suitable for teen readers. Suggested sources are *Voices Past and Present*, *Chicken Soup for the Teenage Soul III*, *Holy Bible*, and *Dreams Alive: Prayers by Teenagers*. Keep Cancopy restrictions in mind.
- Create a Response to Nonfiction sheet for the students to use as a guide while responding in journal form or use the following (these criteria can be used to create a rubric for journal response):
  *Nonfiction short stories provide readers with information about the issue or conflict presented in the story. However, well-developed stories are able to present a personal interpretation or a deeper and detailed understanding of the main subject the author is attempting to convey. Use the following questions to help you explore your feelings and thoughts about a piece of non-fiction.*
  *1. What is the universal message the author is attempting to convey in this story? 2. Who is the target audience? What makes you think so? 3. What deeper truths does the author uncover? Do you agree or disagree with his/ her point? Why? 4. What conflict did the main character encounter? How did he/she resolve it? 5. What is the tone and mood of the story?6. Is the change in the development or growth of the main character effective and of interest to you? 7. What part of the story do you find valuable to your growth? Why? 8 Which literary device did you find particularly effective in the story's development? 9. What connection have you made to your personal life? 10. Does the title suit the theme of the story? What makes you think so? 11. Is the author's choice of an ending suitable?*
- Create a terminology/reference sheet of poetic devices with terms such as, tone, mood, form, imagery, and metaphor, for students to follow. Students will have many of these terms recorded in their Vocabulary/Structure journals and can refer to this source.
- Create a Response to Poetry sheet for students to use as a reading guide while responding in journal form or use the following suggestion (use these criteria to create a rubric to assess journal response):
  *Poetry provides readers an opportunity to examine themselves as they engage a poem. Your response to poetry is based on your experiences, thoughts and beliefs. What a poem means to you is a reflection of yourself. Use the questions below to guide you in the critical analysis of not only the poems but of you.*
  *1. What feelings does this poem awaken in you? 2. What connections from the poem have you made to your personal life? 3. What is the tone and mood of the poem? 4. What poetic device(s) are present? How does the device(s) contribute to the overall effect of the poem? 5. Does the title suit the theme of the poem? What makes you think so? 6. Who is the speaker of the poem? How can you tell? Why do you suppose the poet chose this particular voice? 7. Which of your senses does this poem stir? 8. What did you like most about the poem? What did you like least? 9. What is the point of view of the poet? Do you agree or disagree? Why? 10. What part of the story do you find valuable to your growth? Why?*
- Create an explanatory handout for the Reading of Poetry with Music activity. Students will: 1. Choose a poem with a suitable theme and have it checked by the teacher; 2. Determine the mood of the poem and choose a piece of music that reflects the mood; 3. Prepare a reading to this music including rehearsal. Include a rubric for final assessment.
- Assemble a sampling of CDs and audiocassettes representing a variety of musical styles to assist students who may have difficulty with this concept.
- Create a Response to Prayer sheet for students to use as a reading guide while responding in journal form. The focus is on the form, tone, mood, poetic devices, and the universal message of the prayer.

- A final note: the assessment and evaluation of all the polished journals must focus on writing and editing skills, as well as whether the students were able to interpret the universal message and succeeded in expressing their opinions of the message.

### Prior Knowledge & Skills

- An understanding of literary terms, such as tone, mood, imagery, metaphor and theme
- An understanding of skimming and scanning techniques
- Skills to engage in personal reflection in journal form
- Skills to successfully work in pairs

### Teaching/Learning Strategies

1. The teacher leads a discussion on moral decision-making and the importance of truly knowing oneself as part of growing up. The teacher then explains that, in Activity 5, the students will critically interpret, analyse and write responses to a selection of non-fiction works, poetry, and prayers as a guide to reflecting on one's journey through adolescence.
2. In small groups, students read to discover the universal message in popular literature such as those on p. 281 in *Chicken Soup for the Teenage Soul III*; ("Who in the world am I? Ah, that's the great puzzle" - Lewis Carroll; and "You have to be yourself. Be very honest about who and what you are. And if people still like you, that's fine. If they don't, that's their problem" - Sting.) The students share their responses and attempt to reach consensus on the universal message these quotes contain.
3. In the next tasks students examine two non-fiction works from *Chicken Soup for the Teenage Soul* III, "Happiness from Within" by Diana McGill, on pages 285-287 and "Finding a Vision" by Talina Sessler-Barker, on pages 329-332 (or other suitable non-fiction material). The steps for this task are as follows:
   - the teacher and the students read the short stories aloud with the teacher assisting and commenting where necessary to check for comprehension;
   - in small groups students brainstorm the universal message illustrated in the stories and later share responses with the whole class;
   - the teacher introduces the journal response task and hands out a copy of Response to Non-fiction (see Planning Notes). The teacher explains the questions in the guide. The students use the guide to respond to the short stories in a journal. The journal responses begin in class and can be completed for homework;
   - the students choose their best journal response to be peer-edited and polished for evaluation.
4. In the next task, the students read four short stories of their choice, from *Chicken Soup for the Teenage Soul* III, *Voices Past and Present*, or *New Canadian Voices* (or other suitable selections). They first use the Response to Non-Fiction as a guide to write their personal responses in a short paragraph. Next, students rank the stories most to least meaningful to them using the Top Four List (to be drawn up by the students: three columns on a sheet of paper, headings for the columns as follows: Ranking Favourites, Short Story/Author, and Personal Reaction). Once this activity is completed, the students share their responses in small groups and then hand in their ranking sheet.
5. The next task focuses on reading and responding to poetry. The teacher hands out the terminology/reference sheet of poetic devices (see Planning Notes). This is reviewed to ensure that students are comfortable with the terms used. This activity is similar to the non-fiction activity. The students critically interpret two poems from *Chicken Soup for the Teenage Soul* III, "The Two Roads" by Whitney Welch, on pages 300-302 and "Inspirations" by Tom Krause on pages 342-343. They follow the process sequence explained in step 3. However, they use the Response to Poetry (see Planning Notes) as the guide sheet for the journal response writing activity.

6. In the next task, the teacher introduces the Creative Reading of a Poem with Music presentation (see Planning Notes). In pairs, students choose a poem dealing with the theme of growing up from *Chicken Soup for the Teenage Soul* III (or other suitable sources). They choose music, which reflects the mood of the poem, to accompany a dramatic reading of the poem. The student must use emotion and appropriate tone when reading the poem. The teacher models a reading to guide students. Give students opportunity to practise before they present to the class.
7. In the next task, the teacher introduces the prayer study with a definition of prayer. The teacher and students read aloud two prayers either from the *Holy Bible* or from *Dreams Alive: Prayers by Teenagers* and interpret and critically analyse the form, mood, imagery, and the universal message in the prayers.
8. Students write a journal response to both prayers and choose their best to be peer-edited and polished for evaluation.

### Assessment and Evaluation of Student Achievement

- Non-fiction, poetry, and prayer response journals, summative assessment: DWR1.03, .04, DWR2.01, .03, .05, .06, DWR3.01, .02.
- Top Four List personal response, formative assessment: DRE1.03; DWR1.03, .04.
- Creative Reading of a Poem with Music Rubric: (Summative: DOR1.03, .04, .05, .11, DOR3.03, .05; DSC2.03.

### Accommodations

- Pair students exhibiting difficulties with concepts and/or materials with peer/buddy support.
- Review material where necessary using teacher or peer support particularly in Teaching/Learning Strategy 4.
- Make groups of threes for the students exhibiting problems with oral presentation skills.
- Follow up editing to the peer-edited journals.
- Encourage enrichment in dramatic reading (videotaping, costume, props, for example).

### Resources

Canfield, Jack, Mark Victor Hansen, and Kimberly Kirkberger. *Chicken Soup for the Teenage Soul III.* Florida: Health Communication, Inc., 2000. ISBN 1-55874-761-3

Koch, Carl Ed. *Dreams Alive: Prayers by Teenagers.* Minnesota: Saint-Mary's Press Christian Brothers Publications, 1991. ISBN 0-88489-262-X

Porter, Jessie. *Voices Past and Present.* Toronto: Wall & Emerson, Inc., 2000. ISBN 1-895131-19-7

Porter, Jessie. *New Canadian Voices.* Toronto: Wall & Emerson, Inc., 1991 ISBN 1-895131-05-7

## Activity 6: Using Our Voices

**Time:** 300 minutes

### Description

Students have the opportunity to apply their knowledge and understanding of the components of non-fiction, poetry, and prayer. Students engage in creative writing, reading, and listening activities as they read and write their personal stories. They reflect on their current situation, their morals and values, and their problem-solving and decision-making abilities as they write their stories using non-fiction, poetry, and prayer formats. Using the writing process, students choose and assemble their best pieces to create and publish a class book, Our Voices.

## Strand(s) & Learning Expectations

**Ontario Catholic School Graduate Expectations**

CGE2b - reads, understands and uses written materials effectively;
CGE2c - presents information and ideas clearly and honestly and with sensitivity to others;
CGE4a - demonstrates a confident and positive sense of self and respect for the dignity and welfare of others;
CGE4g - examines and reflects on one's personal values, abilities and aspirations influencing life's choices and opportunities.

**Strand(s):** Oral and Visual Communication, Reading, Writing, Social and Cultural Competence

**Overall Expectations**

DORV.01 - communicate orally in English in a wide variety of daily activities in the community, the classroom and the workplace;
DREV.02 - use a range of strategies to build vocabulary;
DREV.03 - extract information from grade-level texts, with teacher guidance;
DWRV.01 - write in a variety of forms appropriate to different subject areas, personal needs, and career goals, with teacher guidance;
DWRV.02 - use the writing process to prepare final drafts, with teacher guidance;
DWRV.03 - arrange ideas in logical order and present them in linked paragraphs;
DSCV.02 - demonstrate flexibility as learners in different teaching and learning situations.

**Specific Expectations**

DOR1.05 - participate in classroom discussions and oral presentations;
DRE2.01 - use a variety of strategies to build vocabulary (e.g., check learner dictionaries; keep a personal list of words and phrases; seek opportunities to use new words);
DWR1.01 - write in a variety of forms appropriate to different subject areas (e.g., short reports, outlines, summaries, editorials, notes essays, examination answers);
DWR1.03 - select and use appropriate forms for personal and creative writing (e.g., diaries, journals, personal letters and e-mail messages, dialogues, poetry, narratives);
DWR1.04 - use descriptive words and phrases to convey mood, atmosphere, and emotion;
DWR2.01 - write a passage of three or more paragraphs to develop a central idea;
DWR2.03 - edit to improve writing style (e.g., to convey a personal voice, to stress objectivity);
DWR2.04 - use visual elements to enhance the effectiveness of published text (e.g., margins for ease of reading, headings and typeface for emphasis);
DWR2.05 - produce final drafts, using appropriate writing tools (e.g., dictionaries, editing checklists);
DWR2.06 - use word-processing software to compose and edit pieces of writing;
DWR2.07 - use graphics software to format and embellish pieces of writing;
DWR3.01 - spell words accurately in final drafts, including subject-specific terms;
DWR3.02 - use periods, commas, apostrophes, quotation marks, colons, and parentheses correctly in final drafts;
DSC2.03 - participate fully in group activities, (e.g., contribute productively to all group tasks, assist others in the group, and help keep the group on task).

## Planning Notes

- The students create a class book, Our Voices, which will include a collection of non-fiction, poetry, and prayers written by them about growing up as adolescents. They will present their book to the librarian, guidance department, and administration.
- Use the Response to Non-Fiction and Response to Poetry guide sheets in Activity 5 to aid students as they write their own short stories and poems.

- Review the components of a prayer with the students (see Teaching/Learning Strategies, Step 7 in Activity 5).
- Borrow the Self/Peer Editing Checklist in the ESLBO Catholic Profile on page xiv or create one for students as they edit each other's writing.
- Create a rubric that reflects the process and product writing and presentation of Our Voices.
- Book the computers in the library or in the computer lab.
- Students should supply own discs to save work.
- Poll students for familiarity with software. If necessary, arrange for a seminar.
- Book Polaroid or digital camera for students to take pictures of themselves for Our Voices. Where possible have the students in the Photography Art class take pictures of the ESL students.
- Obtain high-quality printing paper and coils for Our Voices. Students, ESL teacher, library, and guidance should receive a copy.

### Prior Knowledge & Skills

- A working understanding of literary terms, such as tone, mood, imagery, metaphor, theme and point of view.
- An understanding of skimming and scanning techniques.
- An understanding of creative response in three paragraphs or more.
- Some familiarity with critical interpretation of non-fiction, poetry, and prayers.

### Teaching/Learning Strategies

1. The teacher explains to the students that they will write two each of non-fiction, poetry, and prayers for a class book, Our Voices based on the situations and decision-making they have experienced as part of growing up. Tell the students this class book will be displayed in the library and in the guidance office.
2. The teacher reviews the Response to Non-Fiction and Response to Poetry guide sheets from Activity 5, for students to refer to when writing. Then the teacher reviews the components of prayer (see Teaching/Learning Strategies, Step 7 in Activity 5) for students to follow when writing their own prayers. The non-fiction writing is a minimum of three paragraphs, the poems and the prayers are a minimum of 20 lines each, which can be written with or without rhyme.
3. The students peer-edit each other's work. Use the Self/Peer Editing Checklist (see Planning Notes).
4. The students use the computers to polish their work and save to diskette.
5. The teacher and the students discuss and decide on the graphics, student pictures, and the writing style format of the class book. Students select the graphics that represent their works. The graphics may be computer-generated or they can create their own art and scan the artwork on to the computer. If possible, invite the Photography Art class to take creative pictures of the students or have the students take their own pictures.
6. **Note:** Student photos should not be used unless the School District has a clear process for obtaining parental permission, and this is used.
7. The students design a cover page for the class book (an opportunity for enrichment).
8. Once the students' creative writings, graphics, and pictures are in the computer, the teacher or students print and assemble the pages into a book. Distribute the class book to all the authors.
9. The teacher evaluates the final product in a rubric that reflects the process and product writing and presentation.
10. In small groups and in person, the students invite the librarian, guidance counsellors, secretaries, custodians, administration, and if possible the Photography Art class, to a reading and viewing of their class book. (Refreshments may be suitable.)

### Assessment & Evaluation of Student Achievement

- Rubric to assess process and product of the non-fiction, poetry, prayers, and presentation of "Our Voices" (Formative and Summative: DRE2.0; DWR1.01, .03, .04; DWR2.01, .03, .04, .05, .06, .07; DWR3.01, .02; DSC2.03)

### Accommodations

- Teacher does a follow up editing to the peer editing of creative writing.
- Pair students exhibiting weaker computer skills with a students more adept at using the computer.
- Review step-by-step instructions and process where necessary.
- Make groups of threes for the students experiencing difficulties with oral presentation and/or format.
- Allow expectations of length and completion time to reflect student needs.
- Encourage enhanced or high achievers to be more creative and/or to be involved with the cover design or final assembly of the student book, Our Voices.

### Resources

Canfield, Jack, Mark Victor Hansen, and Kimberly Kirkberger. *Chicken Soup for the Teenage Soul* III. Florida: Health Communication, Inc., 2000. ISBN 1-55874-761-3

Koch, Carl, ed. *Dreams Alive: Prayers by Teenagers*. Minnesota: Saint-Mary's Press Christian Brothers Publications, 1991. ISBN: 0-88489-262-X

*Holy Bible*. Nashville, Tennessee: Catholic Bible Press, 1990. ISBN: 0-88834-019-2

ESLBO, Catholic Profile

Photography class

School personnel such as Guidance Staff, Librarian, Office Staff, Administration, Custodians

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